Final Report:

Life After School: A Follow-Up Study of Students Leaving the NB Public School System Without Obtaining a High School Diploma

Prepared for
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Prepared by
Baseline Market Research Ltd.
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Executive Summary

In the late spring of 1997 the Department of Education conducted *Life After School: A Follow-Up Study of Students Leaving the New Brunswick Public School System Without Obtaining a High School Diploma.*

The target population for this study was school leavers who exited the school system within the study period (September 30, 1996 through January 31, 1997). Over the study period, a total of 64,492 students were enrolled in grades 7-12 in New Brunswick schools and a total of 923 of these students exited the system, either voluntarily or involuntarily. A total of 321 school leavers, or 35% of all leavers, participated in the telephone survey conducted as a part of this research. Parents were made aware of the study and asked to notify the Department if they had any objections to the leaver's participation in the study. Contact attempts were made only when it was known that no parental objection existed.

In order to provide an overall perspective of those who exited the school system in the study period, school administrators were asked to provide information about each school leaver in their district. A total of 846 questionnaires were returned to the Department and 774 were used in the later stages of data analysis.

Telephone interviews with leavers and analysis of information from leavers and administrators were completed by Baseline Market Research Ltd.

The information generated through this research was extensive and provided an overall perspective on school leavers - a more detailed perspective than was previously available to the Department. The information which follows presents a brief summary of key points and findings from this study.

Profile of Leavers

The typical school leaver is twice as likely to be male as female. Approximately one-quarter of leavers exited the school system prior to the age of 17 while the majority (58%) exited between the ages of 17 and 18.

Leavers were less likely than their cohorts to have been residing in two-parent homes at the time of their exit from the system. Among leavers, 59% reported that a male parent and 46% reported that a female parent left school without obtaining a high school diploma. Overall, about one-third of leavers came from homes in which both parents left school before obtaining a high school diploma.

Information provided suggests that parents were likely to check the leavers progress in school on a daily basis but not likely to check homework or other assignments. The majority of parents (85%) *expected* the leaver to complete his/her education and a clear majority (95%) *encouraged* the student to finish high school.

Leavers' social activities did not differ from that which would be expected from any group of teenagers. Leisure time most likely involved "hanging out", "just talking" and "partying".

Approximately 67% of leavers 15 years of age or older reported at least some level of alcohol consumption and 40% indicated that drugs had been used at some point over the last 2 years. Alcohol consumption peaked at age 19 and then appeared to decline somewhat. Between 21% and 26% of leavers at each age level between 17 and 19 years used drugs at some point.

The majority of leavers claimed to have a large circle of friends with most, 67%, having friends who were in school. While the leavers were most likely to describe themselves as "just like everyone else" (47%) or "sort of like everyone else" (25%), a review of the responses to open questions which asked the leaver to describe him/herself indicated that leavers were also quite likely to see themselves in contrast to others in the school: "they're nice and I am not", "they're loud ... I'm quiet" ... "they're snobby ... I'm not" ... "they're good students .. I'm not". The data suggest while leavers may want to see themselves as "just like everyone else", in fact, they do not and, judging by the comments received, others in their school also see them as at least somewhat different.

Academic Profile of Leavers

Leavers and administrators indicated very different perceptions of the academic performance of leavers. Succinctly stated, only 11% of leavers reported average marks below 50% over their last two years in school while administrators indicated that 45% of leavers had average marks below 50% over their last 12 months in the school system.

If succeeding at school is measured in terms of an ability to pass from grade to grade annually, leavers had a significant amount of difficulty within the school system: 68% had repeated at least one grade, including 12% who had repeated grade 1.

In order to find common ground for the analysis of academic performance, leavers were asked specific questions about math and reading. The majority, (59%) indicated that they "liked" math, found it at least somewhat easy to grasp (56%) and had received passing marks (81%). Approximately 26% of leavers indicated that math was the subject they liked the most while 36% indicated that it was the subject they disliked the most.

Approximately one-quarter of the leavers who participated in the study indicated that reading had been at least somewhat difficult to learn while 35% indicated that they "really enjoyed" reading.

The administrators reported that languages and reading were often the weakest areas for the students who left school. It is interesting to note that while leavers did not perceive many problems with their reading abilities, languages were often perceived to be the subjects which were most liked and most disliked by leavers, confirming the data supplied by administrators.

Leavers were equally divided in their perceptions concerning the overall difficulty of their school program but were more likely to view the program as useful (74%) than not useful.

Overall, 48% of leavers indicated that they had experienced a situation where they needed help with their courses in order to keep up with others in their class. Among those who perceived difficulty, one-third experienced problems before or at the grade 4 level. Francophone students were more likely to encounter problems at Grade 5 (17%), Grade 10 (17%) or Grade 7 (15%) while anglophone students were more likely to encounter problems at Grade 7 (22%), Grade 6 (12%) or Grade 8 (10%). Approximately 70% of those who experienced problems received help. Problems encountered were more likely associated with their academic program than with their personal situation.

Overall, about 60% of leavers indicated that they were dissatisfied with their school experience.

Leavers within the School Environment

Administrators and leavers agreed that absenteeism rates were high for school leavers. From the administrators' perspectives, absences were excessive. According to the information supplied by leavers, about half attended school no more than 50% of the time. Those who reported the lowest marks also reported the highest level of absences.

Leavers were often disciplined. Over the last two years in school: 48% had been suspended at least once; 63% had received at least one detention (averaging 2 or less per month); 37% had received an in-school suspension; and approximately 20% had been assigned to an alternative classroom.

Leavers and administrators were in general agreement that the leavers not only viewed themselves as similar to most other students but that they also "got along well" with the other students: 60% of administrators and leavers agreed that leavers were "just like other students and "got along well with most other students".

Leavers perceived that they got along with most (44%) or some (39%) of the teaching staff and that the teaching staff was very (36%) or somewhat (42%) willing to help with problems encountered. Administrators indicated that 44% of leavers were able "to get along" with teaching staff. According to administrators, young men were more likely to be in the group that did not get along with the teaching staff.

Approximately 46% of leavers indicated that they would be comfortable talking about a problem with the principal/vice principal while 70% of administrators suggested that leavers got along well with administrators.

The majority of leavers were either very (24%) or somewhat (37%) comfortable talking to counsellors about any problems they may have had.

Less than half (44%) of leavers participated in school-sponsored events or activities over their last two years in school, averaging approximately 3 activities per month. Approximately 26% of leavers participated in a sports-related activity over their last two years in school.

Work and School

Forty-five percent (45%) of the leavers contacted had worked at some point over their last two years in school: 28% worked during the school year: 13% worked during the school year and during the summer months; 4% worked during the summer months only; and 55% did not work.

Those who worked could not be differentiated from the overall sample on the basis of the level of educational attainment of parents or their home situation (such as single-parent or two-parent households). While one could assume that work during the year would have a negative impact on marks received, the responses provided by leavers indicated that those who reported the highest marks were also the ones most likely to have worked in the last two years.

The Process of Exiting the School System

Within the group of leavers contacted, 76% had exited as a result of an independent decision, 17% were suspended and 7% were advised that it would be in their best interest to leave school.

Slightly less than half (41%) of those who made an independent decision discussed their potential exit with school staff prior to leaving. When students discussed the situation with school personnel they were advised to stay in school (31%) were offered no advice (28%) or were advised that it was their own choice (21%). The school also advised 3% to leave because of their pregnancy and offered employment advice in 3% of the situations.

When leavers discussed the situation with parents they were made aware of the parents' disapproval (30%), advised that it was the leaver's choice to make (23%), encouraged to stay in school (17%), advised that the parents had expected them to leave school (14%) or advised that they would have to find employment if they left school (6%).

When students talked to their friends about leaving school, they were more likely to be told to stay in school (34%) or have their intentions opposed (17%) than to hear that friends agreed with the decision (21%) or that it was the leaver's decision (8%).

From an overall perspective, students considering an exit from school were most likely to speak with parents or friends and they most likely heard a message, albeit an ineffective message, which encouraged them to stay in school.

Motivations to Leave School

From the leaver's perspective, students who made an independent decision to leave school did so because of a general lack of interest in school (15%), an inability to be academically successful (11%), problems with the teaching staff (10%), childcare or other family responsibilities (5%) and a variety of other individual reasons.

From the administrator's perspective, students left school because of excessive absences (13%), problems in the home environment (13%), an inability to be academically successful (9%), an inability to concentrate on school work (8%), a lack of interest in school (8%) and a variety of other reasons.

Prior Exits from the School System

Among leavers contacted, 44% had exited the school system more than once. On average, those who had previously left the school system had 2.8 prior exits. Those who reported marks under 50% had the highest average number of prior exits (3.5).

Those who had left previously (only to leave again in the study period) were most likely to suggest the following reasons for returning to school: they had realized that education could be equated with more personal potential (29%); they wanted a high school diploma (18%); they wanted to "get an education", in general (12%); the family influenced their return (9%); or because sitting at home had become boring (4%).

A comparison of those who had left previously and returned to school with those who had not left previously revealed few significant variations in reasons for leaving school. Essentially, while one might assume that a person who returned to school would be more motivated to continue, only a small percentage (10%) of those who decided to try again were in school at the time of contact for this study.

Interventions and Follow-Up Activities by the Schools

According to administrators, interventions prior to the exit were attempted with 78% of leavers. Interventions were attempted with: 76% of those who made a personal decision to leave; 80% of those who were suspended; 94% of those for whom it was suggested that they withdraw from school. The data suggest some variations for interventions. For example, interventions were attempted with 96% of those students who reported marks below 50%, compared to attempted interventions with 74% of those students with marks at 70% or higher. Across districts, interventions attempted exceeded 80% in Districts 4,13 and 14 while interventions in Districts 6 and 7 were attempted with 40% - 50% of potential school leavers. In other districts, interventions attempted ranged from 52% to 78%. Interventions primarily involved principals or guidance staff, meetings or informal discussions and contacts with parents or social workers.

When school leavers were asked if there was anything that the school could have done to make them want to stay in school, 36% cited a specific action which may have affected the decision to leave. Suggestions included changes in attitudes for school staff, more academic assistance through the school and a greater selection of alternative programming or scheduling.

Leavers were also asked to indicate what they would have to do differently if they were to return to school. Most suggested that they would have to study more, attempt to concentrate on the work assigned, pay attention and cause less trouble.

Post Exit Activities

The schools initiated post-exit contact with approximately 36% of leavers. Contacts were more often made with parents (53%) than with the leavers (43%). Essentially, leavers were encouraged to return to school. Information about follow-up activities was also collected from leavers and the most interesting difference between the types of follow-up activities described by leavers and administrators related to the perceptions about encouraging the leaver to return to school: while administrators indicated that this was done frequently, leavers were apparently not ready to "hear" that message.

Immediately following their exit from the school system, 32% of leavers remained at home; 31% looked for work; 29% found or had a job; 6% enrolled in another school or training program; and 1% were in an institution.

At the time of contact for this survey, 10% of leavers were back in school and not employed; 3% were in school and employed; 37% were employed; and 50% were unemployed and not in school.

Among those employed, 29% were working part-time, averaging 18 hours of work per week at a rate of $6.70/hour; and 71% were working full-time, averaging 41 hours per week at a rate of $6.85/ hour. The positions most frequently mentioned for full-time and part-time work included babysitters, service station attendants, cashiers, construction helpers, general farm labourers and fish plant workers.

Potential for a Return to School

The majority of those contacted in the survey of leavers indicated that they planned on returning to school at some point within the next two years:

- 48% indicated that they would be very likely to return to school;
- 20% indicated that a return to school would be somewhat likely;
- 15% indicated that a return to school would not be very likely; and
- 17% indicated that a return to school was not at all likely.

Although not statistically significant, expectations about a return to school varied in relation to the marks reported by the leaver with those reporting higher marks also more likely to indicate that it would be very likely that they return to school at some point over the next two years.

Introduction

At the request of the New Brunswick Department of Education (the DOE), Baseline Market Research Ltd. (Baseline) completed *Life After School: A Follow-Up Study of Students Leaving the New Brunswick Public School System Without Obtaining a High School Diploma*.

In order to complete this study, information was collected from school leavers and school administrators. The report presents an overview of the situation which led to the development of this research, a summary of the methodology employed and the detailed research findings. The final section of this report presents a summary of the information generated and points for consideration by the DOE.

The reader will note that this report uses the terms "school leavers" and "exits" interchangeably to describe those students who left the school system, either voluntarily or involuntarily, without completing a high school diploma over the study period (September 30, 1996 though January 31, 1997). This "study period" is referenced throughout this report .

Background Information

The DOE produces annual statistics on school leavers. The statistics for the September 30, 1995 - September 30, 1996 period indicated that the drop-out rate for this 12-month period was 3.5%. Information available indicated that the majority of leavers dropped out of school for personal reasons (65.1%) or to enter the labour force (11.4%).

Over the course of the study period (September 30, 1996 - January 31, 1997), there were 64,492 students enrolled in grades 7-12 in New Brunswick and 963 students exited the school system without completing a high school diploma. The drop-out rate for this 4-month period was 1.4%.

This study was commissioned in order to provide the DOE with comprehensive information about school leavers. Knowing and understanding the path of school leavers through the education system is of increasing importance to the DOE as they plan future programming approaches. The DOE required information on the school leavers' quality of life, difficulties encountered with the system and information to determine how well the education system prepared leavers for the transition to other educational institutions and to the labour force. This study developed information about past practices in order to provide the basis for more effective programming in the future.

Information from school leavers was collected through a telephone survey. In order to ensure a full perspective on school leavers, school administrators were asked to respond to a mail survey which collected information related to the leavers' progress through the school system, difficulties encountered, interventions and follow-up efforts attempted and administrators' perceptions related to the reasons for exits.

Using information from both sources, Baseline was able to develop an overall perspective on the situation of school leavers.

The section which follows presents a summary of the research objectives which guided the development and implementation of this project.

Research Objectives

In order to meet the information requirements for this project, information was collected from two groups: school leavers and school administrators. The objectives to be accomplished within each group follow.

- **School Leavers**

The following objectives guided the collection of information from school leavers:

1) to generate a profile of characteristics of school leavers;
2) to delineate the reasons which caused them to leave school;
3) to profile the current (1996-97) situation of school leavers and identify their plans for the future;
4) to determine the efforts/interventions which were attempted to encourage them to complete their high school studies prior to the time they dropped out;
5) to determine the efforts/interventions which were attempted by the school to invite them to return, once they had left;
6) to understand their perceptions of school; and
7) to discover their opinions regarding how educational services could better meet their needs.

These objectives shaped the design of the research instrument used with school leavers. Initially, Baseline's research staff worked with staff from the DOE in operationalizing these objectives in order to develop a research instrument which met the needs of the DOE.

- **School Administrators**

The following objectives directed the collection of information from school administrators:

1) to determine the characteristics of school leavers;
2) to identify the stated reasons for leaving;
3) to determine the efforts/interventions which were attempted to encourage school leavers to complete their high school studies prior to the time they dropped out;
4) to determine the efforts/interventions which were attempted by the school to invite leavers to return, once they had left;
5) to develop an understanding of school administrators' perceptions concerning the problems of early school leaving; and
6) to develop information in a format which allowed comparison of the perceptions of students and administrators concerning the reasons for leaving, school experiences and effectiveness of intervention strategies.

The sections which follow summarize the methodologies employed to accomplish these objectives.

Methodological Approaches

In order to accomplish the research objectives, separate approaches had to be employed to reach the target population of school leavers and school administrators. The common points for both surveys related to the initial design of the research instruments and the analysis of data. Each aspect of the methodological approaches are summarized in the material which follows.

Questionnaire Design

Baseline's research staff worked with staff from the DOE in developing the research instruments used with both populations. Initial activities produced an identification of the specific information requirements which, in turn, led to the development of the two research instruments which are included in Appendix A.

Attempts were made to ensure that the two instruments, wherever possible, collected comparable information in similar formats in order to facilitate the process of a comparative analysis of data.

The questionnaire for the leavers' survey was developed by Baseline and reviewed by research staff from the DOE. Following revisions and approval, the questionnaire was finalized in both official languages prior to the start of data collection.

The design activities for the questionnaire for school administrators were completed by staff from the DOE with Baseline's assistance.

Sampling

The overall objective for this study was to gather information from or about all school leavers who exited the school system over the study period.

School Leavers

Initially, The DOE developed a data base which contained basic information on the 963 students who exited the school system. In order to ensure confidentiality of all information related to students, parental permission had to be obtained prior to any contact effort by Baseline. The DOE sent letters to the parents/legal guardians of all leavers requesting permission to initiate telephone contact. A period of time followed in which parents were provided with the opportunity to indicate that they did not want the leaver contacted. A total of 180 school leavers could not be included in the study because of parental refusal or lack of information about the leaver's current residence. Baseline was then provided with a data base of 783 names for contact. Table 1 presents a summary of the contact efforts involving the 783 names which were considered eligible to participate in the leavers' survey.

Table 1
Summary of Contact Efforts - School Leavers

	Overall Sample	Anglo-phones	Franco-phones
Total Names Provided (counts)	783	534	249
Unsuccessful Contacts			
Numbers not-in-service or inadequate contact information	240	188	52
Outstanding Call backs after multiple attempts	55	25	30
Numbers unanswered throughout survey period	55	37	18
Refusals by household or Respondent	47	24	23
Respondent contacted but unavailable throughout survey period	32	24	8
Non-Leavers in data base	33	13	20
Interviews Completed	321	223	98
Response Rate	63%	67%	55%

Calculation of the response rate is based on the total interviews completed as a percentage of the total valid numbers contacted. A number was considered invalid if it was not-in-service (n=240) or if the person reached had not exited the school system in the study period (n=33). Using this definition, there were a total of 510 valid numbers and interviews were completed with 321 for an overall response rate of 63%. This response rate should be considered acceptable since it exceeds what is generally expected from a random sample survey of the overall population. The response rate is only slightly lower than the 72% response rate which Baseline achieved with a 1997 survey of non-completers of community college programs in New Brunswick.

School Administrators

Each school administrator received a survey package which contained an explanation of the research project and individual forms for *each student in their school* who exited in the study period. A total of 846 questionnaires were received from administrators and 774 provided information which could be used in the analysis of data. The response rate for the survey of administrators was 83%, based on the usable questionnaires received.

Inferences from Survey Data

Estimates for the margin of error cannot be calculated for the two surveys because each was an attempt to complete a census of the target population. Estimates of the margin of error for inferences to the overall population can only be constructed for survey data which are based on one of the standard methods for random sampling.

In the absence of error estimates, one can be comfortable in using the information from a survey population as a basis for determining actions related to the overall population if the survey population is representative of the overall population. The information in the section which provides a profile of the population and the survey population confirms that the leavers who responded to the survey are, in fact, representative of the overall population of school leavers. The information from the administrators can also be used as a basis for describing patterns in all districts.

Data Collection

As noted, information from school leavers was collected through a telephone survey. This approach was recommended because telephone surveys are efficient, controllable and cost-effective.

All interviews were conducted through Baseline's central interview facility using the firm's computer-assisted telephone interviewing system. All interviews were conducted in the official language of choice of the leaver.

Interviews were completed over the period of May 28-June 13, 1997. Interviews with respondents averaged 30.9 minutes. Originally, it was estimated that 18-20 minutes would be required for each interview; however, the scope of items included and the number of questions which required entry of verbatim responses increased the average time per interview by approximately one-third.

Baseline made at least five call back attempts to reach each selected respondent for whom a contact number was identified as valid. Follow-up calls were also made on all alternative numbers provided for the leavers.

As noted, the mailing of all forms for administrators was the responsibility of the DOE. Completed surveys were returned to the department and the unedited questionnaires were then forwarded to Baseline.

Data Management

Baseline began the process of coding the open questions from the leavers survey following development of coding schemes for each open-ended question and approval of the proposed codes by research staff at the DOE.

Baseline's staff computerized all valid questionnaires received from administrators. The coding scheme developed for the leavers' survey was adapted to the information provided by administrators and Baseline's staff coded all open questions.

Baseline worked with three data sets from this survey:

- the data set containing the responses from 321 leavers;
- the data set containing administrators' information for 774 leavers; and
- a matched data set which linked the information provided by administrators to the 255 of the leavers for whom survey information had also been collected.

All data sets were transferred from Baseline's CATI files to SPSS-formatted files for analysis.

Data Analysis

The starting point for analysis was generation of frequencies for the three data sets and the development of preliminary tables constructed in relation to the research objectives. Sub-group analysis was based on the socio-demographic variables, level of educational attainment of parents, gender, marks reported by leavers and administrators, and overall performance, language group and grade level at the time of exit. Originally, it was planned to conduct a part of the analysis in relation to the school district; however, given the smaller than anticipated number of respondents, detailed analysis at these levels was not appropriate. Summary tables were prepared to provide an indication of differences identified.

Analysis of cross-tabulation data involved the type of testing for statistical significance which were appropriate to the type of data generated. Regression analysis was also performed in order to attempt to delineate those factors which made the most significant contribution to the exit patterns.

In addition to the process of analysis, Baseline also generated data files containing the verbatim responses (in the language in which they were provided). Paper copies of this material, along with data tables generated over the course of analysis, have been presented to the DOE as a technical appendix to this report.

The sections which follow present the information generated as a result of the analysis of data from school leavers and administrators.

Research Findings

The analysis of data from this research initiative was designed to describe the types of students who left the system, explore the basis for the decision to leave, summarize the types of interventions attempted and follow-up efforts by the schools and to provide an indication of the changes which could lead to a reduction in the number of young people leaving school.

Baseline's presentation of the research findings begins with a demographic, academic and personal profile of leavers.

Demographic Profile of School Leavers

Table 2 presents a basic profile of leavers in terms of age, language group and gender. Information in this table is based on material supplied by the DOE for the total population that left school over the study period and the respondent group involved in this study.

Table 2
Age, Gender and Mother Tongue of School Leavers

		Within Gender Groups*		**Within Language Groups**	
		Females	**Males**	**Anglophones**	**Francophones**
Size of Population	n=963	358	605	678	285
Percentages	100%	37%	63%	70%	30%
Size of Sample	n=321	n=118	n=203	n=200	n=112
Percentages	100%	37%	63%	64%	36%
Age at time of leaving					
Under 14	3%	3%	4%	4%	3%
15 years	6%	5%	7%	6%	5%
16 years	15%	21%	12%	12%	22%
17 years	22%	24%	20%	22%	22%
18 years	26%	21%	29%	28%	24%
19 years	15%	13%	15%	15%	13%
20+ years	13%	13%	13%	13%	11%
	100%	100%	100%	100%	100%
Average age at time of exit	17.60	17.60	17.70	17.60	17.60

* Throughout this report, an asterisk (*) is used to indicate statistically significant differences

**For presentation purposes, bilingual (mother tongue) respondents are classified as francophones

The information in Table 2 indicates that the respondent group of school leavers is, in fact, representative of the overall population of school leavers. The only statistically significant difference between sub-groups confirms that males are far more likely than females to leave school without completing a high school diploma.

In the overall population of New Brunswick, according to information from the 1991 Census, 67% of households in the province consisted of a husband-wife situation while 10% were single-parent households. Table 3 summarizes the home situation of school leavers.

Table 3
Home Situation of School Leavers

		Within Gender Groups*		Within Language Groups	
		Females	**Males**	**Anglophones**	**Francophones**
Size of Sample	n=321	n=118	n=203	n=200	n=112
Percentages	100%	37%	63%	64%	36%
Home Situation ...					
Both parents in home	49%	44%	52%	47%	55%
One parent in home	27%	21%	30%	30%	22%
Lives with another relative	4%	3%	5%	4%	5%
Foster/Group home	2%	1%	3%	2%	3%
Lives with a partner	7%	14%	3%	6%	5%
Lives with friends	2%	2%	2%	2%	2%
Living independently	9%	15%	5%	9%	8%
	100%	100%	100%	100%	100%

* Significant at .0000

The information in Table 3 indicates that school leavers, overall, are less likely than the overall population to be residing in two-parent households and more likely to be residing in single-parent households. Additionally, male leavers are more likely than female leavers to be residing in two-parent homes while female leavers are more likely than males to be residing with a partner.

Table 3A presents information about the educational background of the parents of school leavers.

Table 3A
Education Level of Parents

		Within Gender Groups		**Within Language Groups***	
		Females	**Males**	**Anglophones**	**Francophones**
Both parents have at least a high school diploma	32%	27%	30%	43%	12%
One parent finished high school	34%	29%	36%	31%	37%
Neither parents have a high school diploma	34%	44%	34%	26%	51%
	100%	100%	100%	100%	100%

* Significant at .0000

According to the information presented in Table 3A, approximately 32% of leavers reported that *both* parents received a high school diploma. The differences based on language group in relation to the education level completed by parents are statistically significant with a larger percentage of francophone leavers (51%) reporting that neither parent finished high school.

Table 4 demonstrates that the educational attainment of individual adults responsible for leavers (parents or legal guardians) is lower than that for the overall population within the 25-64 age group of New Brunswick.

Table 4
Level of Educational Attainment

	Fathers	Mothers	Adults	General Population(*)
Less than HS Diploma	59%	46%	52%	37%
HS Diploma	22%	31%	27%	19%
Post Secondary	19%	23%	21%	44%
	100%	100%	100%	100%

* Source: Statistics Canada, Publication 1-81-003-XPB Vol 4 No. 1 (1997)

Leaving school is a familiar pattern in the homes of students who left school in the study period. Along with those reporting that a mother (46%) or a father (59%) had left school:

- 27% indicated that a brother had also left school; and
- 15% reported that a sister had left school.

Table 5 demonstrates the types of exits reported in relation to prior leave patterns of others in the leaver's household.

Table 5
Leaving Patterns for Other Household Members

Circumstances of Exit	Overall	Father Left School	Mother Left School*	Brother Left School	Sister Left School
Made personal decision to leave	76%	74%	83%	82%	77%
Left because of suspension	17%	19%	12%	12%	21%
Advised to leave	7%	7%	5%	6%	2%
	100%	100%	100%	100%	100%

* Statistically significant at .01

Analysis of the information in Table 5 provides the basis for the following observations:

- a statistically significant relationship was identified between the educational attainment of the mother and the leaving pattern; while
- no statistically significant relationship was identified between the educational attainment of the male parent/guardian or others in the home and the type of exit (personal decisions, other exits) for the leavers.

Table 6 links the educational attainment of parents with leaver perceptions about the level of involvement of the parents with the assistance or support which was provided within the household. It is noted that the educational attainment of parents is presented without reference to the parent who is actually in the home.

Table 6 indicates that:

- the majority of parents checked the progress of leavers daily but did not check homework; however, when neither parent had attained a high school diploma the level of checking on progress and reviewing homework was significantly less than by parents attaining a high school diploma;

- parents with higher levels of education were more likely to *expect* their child to finish high school; and

- the patterns related to financial resources provided do not differ across different levels of educational attainment by parents, but those households which provided leavers with computer access are most likely to be the ones in which both parents have attained at least a high school education.

Additional analysis of the variables presented in Table 6 indicated an absence of significant differences in relation to the gender, language group , and type of exit from the school system (personal decision, suspension or suggestion).

Table 6
Parental Attitudes and Actions

		Level of Education - Parents		
Parental Checking of Student Progress*	**All Leavers**	**No HSD**	**One Had HSD**	**Both Had HSD**
Daily	45%	44%	41%	48%
Several times per week	29%	23%	34%	31%
A few times a month	14%	13%	12%	18%
Less often	12%	20%	13%	3%
Parental Review of Homework				
Daily	13%	14%	18%	8%
Several times per week	19%	16%	16%	24%
A few times a month	13%	19%	10%	12%
Less often	55%	51%	56%	56%
Parental Expectations Related to Education				
Parents *expected* student to finish high school	42%	45%	33%	49%
Parents *wanted* student to finish, and thought s/he would	43%	36%	52%	40%
Parents *wanted* student to finish but had no expectations	11%	12%	11%	10%
Parents *never expected* student to finish high school	4%	7%	4%	1%
Parents ...				
Strongly encouraged the student to finish high school	55%	50%	55%	61%
Parents encouraged the student to finish	40%	44%	39%	36%
Parent did not encourage the student to finish	4%	5%	4%	3%
Parent encouraged the student to leave school	1%	1%	2%	--
Parental Support				
Parents provided weekly spending money	76%	74%	75%	78%
Average $ provided weekly	$26.00	$28.00	$24.00	$22.00
Leavers' Homes with Computers	25%	16%	18%	41%

The information presented in this section suggests leavers can be differentiated on the basis of gender and language group but not on the basis of the level of educational attainment of parents or the roles that parents play in their children's education. Leavers often reside in households in which others have also made the decision to leave school prior to attaining a high school diploma.

Social Profile of Leavers

The population of school leavers is not unlike that which would be expected from a sample of teenagers.

The most frequently mentioned recreational activities for the group surveyed included "hanging out" (23%), sports (14%), "just talking" (13%) and "partying" (9%). The recreational patterns did not vary across sub-groups other than to suggest that young men were more active in sports than young women.

Sixty-seven percent of leavers 15 years of age or older reported at least some level of alcohol consumption during the last two years in school while those between the ages of 13 and 14 reported no alcohol consumption. Among those who consumed alcohol, 3% did so daily, 16% did so more than once a week, 34% consumed alcohol about twice a week and 47% did so less often than once a week. The information presented in Table 7 suggests that a peak occurs when leavers reach the legal drinking age and then decreases somewhat.

Approximately 40% of the sample indicated that they had used drugs at some during their last two years in school. As with the patterns with alcohol, the 13-14 year-old respondents in this study had not tried drugs.

Table 7
Alcohol Consumption and Drug Usage by Age

Age	% who have consumed alcohol	% who have used drugs
13	--	--
14	--	--
15	34%	2%
16	48%	8%
17	61%	21%
18	68%	25%
19	82%	26%
20+	63%	28%

Among those who have used drugs (n=128), 95% indicated that marijuana was the drug; only a small percentage used cocaine (<1%), 2% used amphetamines most often and 3% used other drugs. Approximately 30% of those who have used drugs (n=38) indicated daily usage while 29% indicated usage at least weekly. The balance of users indicated less frequent usage. Young men were more likely (44%) to be in the user group than young women (34%). Patterns did not vary in relation to the language groups but they did vary in relation to the marks reported: those reporting marks of 50% or less were more likely to have used drugs than those who reported higher marks.

Most leavers (62%) indicated that they had "a large number of friends" during the final two years of school and most (67%) also indicated that most of their friends were also in school.

Approximately 26% of leavers were on a sports team during their last two years in school and 44% indicated that they had participated in at least one school function. Those who participated in social activities averaged 3 functions per month while those who participated in sports teams were involved with an average of 1.8 teams.

While the leavers were most likely to describe themselves as "just like everyone else" (47%) or "sort of like everyone else" (25%), a review of the open comments to questions which asked the leaver to describe him/herself indicated that leavers were also quite likely to see themselves in contrast to others in the school: "they're nice and I am not", "they're loud ... I'm quiet" ... "They're snobby ... and I'm not" ... "they're good students .. I'm not". The data suggest while leavers may want to see themselves as "just like everyone else", in fact they do not see themselves as the same and, judging by the comments received, others in their school also judge them to be different.

The section which follows presents an academic profile of school leavers based on information supplied through both surveys.

Academic Profile of School Leavers

Through a series of questions, Baseline developed the academic profile of the school leavers presented in Table 8.

The observations which follow are based on the information in Table 8:

- Slightly different academic patterns were reported by young men and women: more young women (36%) reported overall marks of 70% or higher for the last two years than did young men (24%);

- only marginal differences in overall marks for the last two years in school were reported between anglophones and francophones;.

- although not displayed in the tables, it is noted that analysis revealed no relationship between the prior leaving patterns of parents and the marks reported for the last 2 years of school; and

- perceptions of anglophone and francophone respondents about academic performance were different; however, this could be as much a reflection of the differences between school systems as between the two groups of students.

Table 8
Academic Performance and Grade Repeat Patterns

		Gender Groups*		Language Groups	
	Overall Sample	Females	Males	Anglo-phones	Franco-phones
Size of Sample	n=321	n=118	n=203	n=200	n=112
Percentages	100%	37%	63%	64%	36%
Marks reported by leavers for last 2 years in school					
Under 50%	11%	11%	11%	10%	14%
50-59%	25%	20%	27%	25%	21%
60-69%	36%	33%	38%	38%	35%
70-79%	21%	26%	18%	19%	24%
80-89%	6%	9%	4%	7%	5%
90% or higher	1%	1%	2%	1%	1%
Grades Repeated					
Leaver repeated a grade*	68%	59%	73%	67%	70%
Leaver did not repeat	32%	41%	27%	33%	30%

* Statistically significant differences

Table 9 presents a summary of exits in relation to the grade at the time of exit and prior patterns of exit.

Table 9
Exit Summary

		Gender Groups		Language Groups *	
	Overall	**Females**	**Males**	**Anglophones**	**Francophones**
Size of Sample	n=321	n=118	n=203	n=200	n=112
Percentages	100%	37%	63%	64%	36%
Grade at Exit (Survey Period)					
Grade 7	2%	1%	2%	1%	3%
Grade 8	2%	2%	2%	1%	4%
Grade 9	10%	13%	10%	7%	17%
Grade 10	32%	34%	30%	35%	25%
Grade 11	33%	32%	33%	36%	29%
Grade 12	21%	18%	23%	20%	22%
Prior Exits*					
Yes, exits prior to current one	44%	42%	44%	48%	33%
No prior exits	56%	58%	56%	52%	67%
Return to School					
Yes, has returned to school since the study period exit	13%	14%	12%	13%	15%
No, has not returned	87%	86%	88%	87%	85%

* Differences related to prior exits between language groups are statistically significant.

Based on the information in Table 9:

- 68% of leavers had repeated at least one grade and young men (73%) were more likely than young women (52%) to have repeated a grade;

- anglophone leavers are more likely than francophone leavers to have exited the school system more than once;

- francophones are more likely to leave school at an earlier grade level than anglophones;

- 44% had a previous exit prior to the one experienced in the study period; and

- 13% of those who had exited in the study period were back in school at the time of contact for the survey.

Table 10 presents overall patterns related to repeating a grade in school. The sub-sample column represents the patterns for those who actually repeated at least one grade (68%). Table 10 is based on a multiple response variable, one in which a leaver could indicate any and all grades repeated; therefore the columns can sum to more than 100%.

Table 10
Grades Repeated

Grades Repeated	Patterns for Overall Sample	Patterns within Sub-Sample Who Repeated a Grade
Total Sample	321	218
No Grade Repeated	32%	–
Grade 1	12%	17%
Grade 2	9%	14%
Grade 3	9%	14%
Grade 4	6%	9%
Grade 5	6%	8%
Grade 6	7%	11%
Grade 7	15%	22%
Grade 8	15%	22%
Grade 9	13%	19%
Grade 10	13%	19%
Grade 11	5%	19%
Grade 12	0%	7%

The patterns presented in Table 10 indicate that those who have repeated at least one grade are more likely to repeat another grade than the sample as whole. Analysis of the information collected provides the basis for the observations which follow:

- Grade 6 was the only grade at which the patterns for males and females differed significantly with males being more likely to repeat this grade than females;

- although not statistically significant, it is interesting to note that 15% of males repeated Grade 1 compared to 7% of females;

- the patterns for francophones and anglophones differed significantly: between Grades 5-8, francophones were 2 to 3 times more likely to repeat a grade than anglophones; the patterns reversed at Grades 10-11 when anglophones were 2-3 times more likely to repeat a grade than francophones; this may contribute to an understanding of why more francophones leave school in Grade 9 than anglophones; and

- as one would expect, the lower the average grade reported by the leavers, the higher the likelihood that a grade would have been repeated; for example, 82% of those who reported an average mark of <50% and 76% of those reporting marks between 50-59% repeated at least one grade compared with the average of 68% for all school leavers; also, those with marks of 60% or less had to repeat an average of 1.45 grades compared to the overall average of 1.0; the 12 people in the sample who left school at Grade 7 had the highest average number of grades repeated (1.6).

Differing Perspectives on Marks

Both students and administrators were asked to provide their assessments of the average marks received by the student over the last 12-24 months in school. Table 11 presents an overall summary of the marks provided by administrators and leavers. Table 12, drawn from the combined data set for 255 cases, demonstrates the points of convergence for the two marks reported. It is noted that the time periods for overall marks differed in the two surveys.

Table 11
Marks Reported

	Leavers n=321	Administrator n=704
< 50%	11%	45%
50-59%	24%	31%
60-69%	36%	16%
70% +	29%	8%
	100%	100%

Table 12
Leavers' and Administrators' Perspective on Marks

Students Reported Marks - 24 months	n=227*	Administrator-Reported - Marks over the past 12 months **			
		< 50%	50-59%	60-69%	70% +
Overall		45%	30%	19%	6%
< 50%	10%	14%	9%	7%	--
50-59%	26%	35%	21%	14%	14%
60-69%	36%	29%	47%	37%	29%
70% +	28%	22%	23%	42%	57%
	100%	100%	100%	100%	100%

* Information from both groups of respondents was available for a total of 227 of the 255 cases

** The differences in perception of marks are statistically significant (.005)

Examples of the differences indicated in Table 11 and Table 12 include the following:

- responses from administrators indicate that 45% of leavers had marks of 50% or less while 11% of leavers reported marks in this range; overall, leavers and administrators agreed for 14% of the cases in which marks were assigned to the *50%* or lower level; and

- 29% of leavers reported marks of 70% or higher compared to 8% of administrators; leavers and administrators agrees in 57% of the cases where marks were assigned to this level.

A part of the basis for differences can be assigned to the differences in reporting periods: administrators were asked about a 12-month period while leavers were asked about a 24-month period. The information collected could also suggest that the leavers experienced a significant drop in marks in their last year of schooling or that leavers were overstating the marks they actually received. While both could be accurate reflections of the situation, such an assumption could not be made unless one automatically assumes that the administrators had provided the most accurate data based on an actual review of the marks provided. Unfortunately, the quality of responses provided on the administrators' questionnaires cannot provide the basis for such an assumption.

Another difference in perceptions which became apparent in the analysis of data involved repeated grades. While 68% of leavers indicated that at least one grade level had been repeated, administrators indicated that 91% of leavers had repeated at least one grade.

The two groups were consistent in providing information which confirmed that young women had higher marks, overall, than young men.

Marks in Major Subject Areas

Math

In order to find common ground on which to assess the academic performance of school leavers, each was specifically asked about two key subject areas: mathematics (math) and reading. Table 13 presents and overall summaries of the information collected about the leavers views on and performance in math in relation to the way in which the leaver exited the school system.

Table 13
Leaver's Assessment of Skills in Math

		Type of Exit		
	Overall Sample	**Personal Decision**	**Suspension**	**Suggestion**
Respondents	n=321	n=242	n=55	n=23
Ability to Grasp subject				
Very Easy	11%	12%	11%	9%
Somewhat Easy	45%	47%	42%	30%
Somewhat Difficult	28%	26%	33%	35%
Very Difficult	16%	15%	14%	26%
General Views on Subject				
Liked Math	59%	62%	57%	44%
Disliked Math	41%	38%	43%	56%
Average Mark in Math				
70%+	36%	38%	36%	22%
60-69%	23%	22%	26%	30%
50-59%	19%	19%	16%	30%
< 50%	19%	18%	20%	18%
Not Ascertained	3%	3%	2%	--

If the information provided by leavers is correct, it would certainly dispel some of the general perceptions related to math. For example, most indicated that they were receiving passing marks in their math courses and more liked math than disliked the subject. It is noted that those who left school because such was "suggested" considered math more difficult than leavers in the other sub-groups.

There were no differences between males and females in the perceived difficulty of math as a subject area nor were there differences based on linguistic sub-groups.

Respondents were consistent in the responses provided: those who reported the highest overall marks also reported high marks in math and were most likely to consider math as a very or somewhat easy subject area. The pattern was similar for those reporting the lowest marks. As would be expected, those who indicated that they "liked" math also reported higher average marks in math.

When the information from administrators was analysed, it was revealed that 56% indicated that the school leavers had a subject area in which they were particularly weak. Overall, the most frequently mentioned area of weakness was math. Observations on the two data sets for information related to math leads to the following observations:

- administrators were less likely to cite math as an area of weakness for those leavers who reported the highest marks in math; and

- administrators were more likely to cite math as an area of weakness for those leavers who reported the lowest marks in math.

Reading

Given the range of subject areas which are affected by a student's ability to read and given the lack of a specific course in which one could receive a mark in "reading", leavers were asked more general questions to develop a measure of their perceptions about their reading abilities. Table 14 presents an overview of the information in relation to the type of school exit situation.

Table 14
Leaver's Assessment of Abilities in Reading

		Type of Exit		
	Overall Sample	**Personal Decision**	**Suspension**	**Suggestion**
Respondents	n=321	n=242	n=55	n=23
Early Learning Experiences of Leavers				
Better reader than most from the start	15%	12%	28%	26%
No problems with reading - read well	59%	60%	48%	65%
Some early problems encountered but caught up with class	16%	17%	13%	5%
Problems learning to read and never seemed to catch up	10%	11%	11%	4%
Enjoyment of Reading				
Learner really enjoys reading	35%	34%	34%	39%
Reading is OK	39%	41%	36%	35%
Reading is not enjoyable	12%	12%	15%	4%
Reading is not at all enjoyable	14%	13%	15%	22%

While most leavers reported that they could either read well or read better than most of their peers, it is obvious that most do not see reading as an enjoyable activity.

No significant differences in the process of learning to read were detected in relation to gender or linguistic group; however, those who reported lower average marks were also more likely to report that learning to read had been difficult and that they had never caught up with others in their classes (15% within this group compared with 10% for the overall sample).

Sub-group differences were identified in relation to reading. For example, young women are twice as likely (50%) as young men (25%) to describe reading an as enjoyable activity. On the other hand, young men are more than three times as likely (19%) as young women (5%) to describe reading as "not at all enjoyable". Those reporting the lowest overall marks were also most likely to describe reading as "not at all enjoyable" (24% within this group compared to 14% in the overall sample). Both differences were statistically significant at <.01.

The administrators reported that languages and reading were often the weakest areas for the students who left school. It is interesting to note that while leavers did not perceive many problems with their reading abilities, languages were often perceived to be the subjects which were most liked and most disliked by leavers, confirming the data supplied by administrators.

Perceptions of Subject Areas

Each leaver was asked to identify those subjects which they particularly liked and those which they particularly disliked. From an overall perspective math and English lead each list followed by the sciences. Table 15 presents an overall summary of the information collected.

Table 15
Subjects Liked and Disliked

	Liked			Disliked		
Subject Area	**Overall**	**Anglo-phones**	**Franco-phones**	**Overall**	**Anglo-phones**	**Franco-phones**
# of Respondents	**304***	**192**	**104**	**305**	**189**	**107**
Any Math	26%	25%	28%	33%	36%	29%
English	16%	17%	17%	19%	22%	12%
Shop/Vocational Ed.	9%	10%	6%	1%	1%	--
History/Maritime Studies	8%	9%	5%	8%	11%	3%
Physical Education	8%	7%	9%	6%	5%	7%
Art/Theatre	6%	6%	7%	1%	--	1%
Computer-Related Courses	6%	7%	3%	2%	1%	2%
Sciences (general)	5%	6%	4%	3%	3%	4%
Biology	4%	4%	3%	2%	2%	2%
French	3%	1%	7%	19%	14%	29%
Other courses	9%	8%	11%	6%	5%	11%
Total of Responses Reported	100%	100%	100%	100%	100%	100%

* total cell sizes vary because some elected to not answer the question

Overall variations noted in relation to the subjects "most liked" are as follows:

- patterns for francophones and anglophones were similar in that any math and English were the subjects most frequently indicated as "most liked" and any math, English and French were also the most frequently mentioned as subjects disliked; and
- young women tended to report that English (26%) and math (21%) were the

subjects they liked the most while young men tended to report that math (25%) , English (17%) and "shop" / vocational education courses (10%) as the ones most liked.

Perceived Difficulty and Utility of School Program

Each leaver contacted was asked for their opinion on the level of difficulty presented in their school work and the overall usefulness of their program. Overall:

- 4% indicated that school work, overall, was very easy;
- 46% indicated that it was somewhat easy;
- 43% indicated that it was somewhat difficult; and
- 7% indicated that the work was very difficult.

Overall:

- 17% perceived their courses to be very useful;
- 57% perceived them to be somewhat useful;
- 17% saw them as not very useful; and
- 9% indicated that there courses were not at all useful.

Neither the perceived usefulness or degree of difficulty required appears to be related to the type of exit a leaver made from the school system. No statistically significant differences were identified in relation to the gender of the leaver.

Francophone students (28%) were more likely to perceive the courses followed as very useful than were anglophone students (11%) . Francophone students were also more likely (51%) than their anglophone counterparts (38%) to perceive the work required as somewhat difficult.

There was consistency in the marks reported and the perceived difficulty of the courses required in that those reporting the lowest marks also reported the highest degree of difficulty.

Problems "Keeping-up" with the Class

Each leaver contacted was asked the following question:

> *Thinking about your overall school experience, from the first day you started in Grade 1 ... was there ever a time when you thought that you could use some help so that you could keep up with the other students in your class?*

Overall:

- 48% of leavers contacted indicated that they had experienced a situation where they needed help with their courses in order to keep up with others in their class;
- 7% indicated that they needed help with other (personal) problems at some point;
- 2% indicated that help was needed because of both courses and other problems; and
- 43% had no recall of situations where they needed help in order to keep up with others in their class.

Based on responses received, 57% of students who eventually leave school can be expected to see a need for help, at some point prior to the exit, in order to keep up with other students in their classes.

Table 16 presents a summary of the information collected from those who experienced problems. It is noted that this table reports information for the 184 of the 188 students who could identify the type of problem and the 175 of the 184 who specifically defined the subject area causing a problem.

Table 16
Problems Encountered

	Students with Problems (n=188)		
	Problems with Subjects	**Other/Personal Problems**	**Both**
Total Sample (n=184)	**48% (n=153)**	**7% (n=24)**	**2% (n=7)**
Sub-Sample (n=175)*	**83% (n=145)**	**13% (n=24)**	**4% (n=6)**
Grade at which problems occurred			
Grade 1	8%	4%	--
Grade 2	7%	8%	--
Grade 3	9%	4%	17%
Grade 4	9%	21%	--
Grade 5	10%	4%	17%
Grade 6	10%	8%	--
Grade 7	20%	21%	50%
Grade 8	10%	13%	--
Grade 9	7%	4%	--
Grade 10	8%	13%	16%
Grade 11	2%	--	--
	100%	100%	100%
		Problems with ...	
	Any Math (44%)	Conflicts with other students (21%)	Problems with teachers (43%)
	English (24%)	Conflicts with Teachers (17%)	Family Problems (28%)
	French (15%)	Family Problems (15%)	Conflicts with other students (28%)
	Sciences (3%)	Illness (8%)	Any Math (30%)
	Other Courses (12%)	Learning Disabilities (8%)	English (30%)

Based on the information in Table 16, the percentage of students experiencing problems is consistent over the first 6 years in school and starts to increase at the middle school level. At Grade 8, 10% also experienced a problem but fewer encountered problems in Grades 9-11.

Further analysis of the information, although not at the level of statistical significance but consistent with other information in this report, indicated that the point at which problems were encountered differed for francophones and anglophones: Francophone students were more likely to encounter problems at Grade 5 (17%), Grade 10 (17%) or Grade 7 (15%) while anglophone students were more likely to encounter problems at Grade 7 (22%), Grade 6 (12%) or Grade 8 (10%).

As indicated in Table 16, students who encountered problems were far more likely to indicate that the problems were associated with the subjects they were taking (83%) than with other (personal) situations (13%) or with a combination of school and personal problems (4%).

Help was provided to students who experienced problems in 70% of the cases. Those who did not receive help:

- were within the group that reported the lowest overall marks for their last two years in school;
- were more likely francophone (47%) than anglophone (21%); and
- were more likely from homes in which neither parent completed high school (38%) than from homes in which both parents finished high (17%) or from homes in which one parent did not complete high school (22%).

When help was provided, it was most frequently provided by teachers within the school system. While francophone students were more likely (59%) to receive assistance from teachers than anglophones (45%), anglophones (18%) were more likely than francophones (7%) to receive assistance through remedial programs. Both groups were about as likely to receive assistance from others in the home (8-10%).

Within the sub-group who perceived school to be difficult and also saw a need for help (n=102), 27% recognized a problem at or below the Grade 3 level and 37% experienced a problem at Grade 7 or Grade 8.

The information presented indicates that the majority of students who left school in the study period recognized that they had problems keeping up with others in their classes at some point in their educational experience. Approximately 70% of those who had problems with their courses received help and 87% believed that the situation improved after help was provided.

The most frequent problems for those who did not receive help were in math. When asked how they managed the problem, a slight majority (51%) indicated that they "just kept trying" while 35% "gave up" on the course and 14% were able to find help outside the school system. Fifteen of the 25 leavers in this group who identified a problem with math for which they did not receive help indicated that the problem was identified between grades 3 and 7.

Among those who cited problems other than, or in addition to, those related to courses (n=31), 19 were able to find help to address the problems, primarily from counsellors (4) and teachers (3) or a combination of teachers and counsellors (2).

The section which follows presents a summary of the overall satisfaction of leavers with their school experience.

Overall Satisfaction with Marks Received

When asked to express their overall level of satisfaction with the marks received during the last two years in school:

- 5% of leavers were very satisfied;
- 35% were somewhat satisfied;
- 35% were not very satisfied; and
- 25% were not at all satisfied.

As one would expect, the level of satisfaction increased as the level of marks reported increased; however, the responses were inconsistent. For example, among the 60% who were dissatisfied with the marks received:

- 16% reported average marks of 70% or more;
- 34% reported marks in the range of 60-69%;
- 33% reported marks in the range of 50-59%; and
- 17% reported marks under 50%.

Summary Observations on Academic Performance of Leavers

The information presented in the academic profile indicates that the majority of leavers reported receiving passing marks during the last two years in school; however, information supplied by administrators indicated that a near majority (45%) of leavers failed to receive passing marks in their final year in school; however, responses related to motivations for leaving suggest that personal rather than academic issues are stronger contributors to the decision to leave school.

Both administrators and leavers agree that math, English and French are the subjects which are the more difficult for leavers.

A significant percentage of leavers repeated at least one grade in school and also encountered situations in which they needed additional help in order to keep up with the others in his/her classes.

While most did not indicate that they had experienced significant difficulty in learning to read, few actually consider reading an enjoyable activity.

Regardless of the marks indicated by the leavers, one is able to develop a sense of the school leaver as a student who has faced academic difficulty during his/her academic career and those difficulties are likely to have contributed to the decision to leave school or contributed to the actions which resulted in a suspension or a suggestion to leave the school system.

The section which follows presents an overview of the leaver within the school environment.

Leavers within the School Environment

In order to develop a comprehensive profile of leavers and to contribute to an understanding of why people leave school, information was collected about the way in which the leaver functioned within the school environment.

Attendance

According to information from the administrator survey, excessive absences from school were the most frequently cited factors which led to the students leaving school.

According to the leavers survey, approximately 46% attended school 50% of the time or less over their last two years. Overall:

- 16% of leavers attended school more than 90% of the time;
- 38% attended more than 75% of the time;
- 27% attended about 50% of the time; and
- 19% attended less than 50% of the time.

Although differences in overall patterns were not apparent in relation to the gender of the respondent, patterns did differ in relation to the mother tongue of leavers with anglophones leavers reporting lower overall levels of attendance.

Using a multiple response variable, all leavers who attended school less than 90% of the time were asked how frequently they missed classes because of illness, personal problems and skipping. Responses provided follow:

- while 25% reported that they never missed school because of illness, others reported that they always (13%) or sometimes (62%) missed classes because of illness or medical problems;

- while 50% reported that they had never missed school because of personal problems, others reported that they always (3%) or sometimes (47%) missed classes because of personal problems; and

- while 13% reported that they had never missed classes because they simply did not want to attend, others reported that they were always (26%) or sometimes (61%) skipping classes because they did not want to attend school.

The responses provided suggest that more students skipped classes than missed because of illness or personal problems.

While the amount of time missed did not vary significantly, young women were more likely to report absences because of illness or personal problems while more young men reported absences because of a lack of desire to attend (to skip). Those who reported the lowest marks were also most likely to miss school because of a lack of interest in attending.

In conclusion, it is apparent that leavers frequently miss because they simply do not want to attend classes, indicating a level of disinterest or discomfort with the school program/environment.

Discipline of Leavers

Forty-eight percent of the leavers contacted were suspended from school at some point in the two year period prior to their exit. Males were far more likely (58%) than females (30%) to have been suspended. Responses provided also indicate that the lower the marks reported, the higher the likelihood that the leaver had a suspension in the past two years.

Sixty-three percent of leavers received a detention in their final two years in school. Among those who received a detention: 42% averaged 2 or less detentions in a typical month while 22% average 5 or more in a typical month. Those reporting the lowest marks also reported the highest number of suspensions (5) in a typical month.

Among leavers, 37% had received an in-school suspension at some point in their last two years in school. Males and students reporting marks at or below 59% were most likely to have experienced an in-school suspension.

Approximately 20% of leavers were assigned to an alternative classroom setting during their last two years in school. Males were more likely (27%) to be assigned to an alternative class than females (6%).

The information collected indicates that school leavers have had frequent contact with various disciplinary interventions in their final two years in school; that young men have had more disciplinary interventions than young women; and that those with lower overall marks were most likely to experience these interventions.

While encounters with disciplinary actions were frequent:

- 60% indicated that overall discipline practices at their schools were fair; and
- 58% indicated that the discipline applied to them had also been fair.

Those who were more likely to assess the administration of discipline as unfair were, as one would expect, those who had received a variety of discipline interventions.

Interactions with Staff and Other Students

The survey posed a variety of questions to the school leavers in order to develop a profile which could describe how they functioned in relation to other people within the school environment. Some questions were also asked of the administrators in order to provide an overall perspective.

Most leavers (47%) indicated that they were "just like everyone else" in the school while 25% indicated that they were "sort of like everyone else". As noted, there appeared to be some incongruity when overall impressions stated were reviewed within the context of the words leavers used to describe themselves and others in the school environment (see page 20).

Leavers and administrators were in general agreement that the leavers not only viewed themselves as similar to most other students but that they also "got along well" with the other students: 60% of administrators and leavers agreed that leavers were "just like other students and "got along well with most other students".

Leavers perceived that they got along with most (44%) or some (39%) of the teaching staff and that the teaching staff was very (36%) or somewhat (42%) willing to help with problems encountered. Administrators indicated that 44% of leavers were able "get along" with teaching staff. According to administrators, young men were more likely to be in the group that did not get along with the teaching staff.

Approximately 46% of leavers indicated that they would be comfortable talking about a problem with the principal/vice principal while 70% of administrators suggested that leavers got along well with administrators. Comparing information from both surveys:

- 22% of administrators and leavers agreed that the leaver would be comfortable talking to, or able to get along with, administrators;

- 13% agreed that the leaver was either uncomfortable talking to, or unable to get along with administrators; and

- 65% differed in their opinions on the degree of comfort.

It is interesting to note (and statistically significant) that the 65% for whom opinions differed, the difference was clear: 75% of leavers in this group suggested that they were not at all comfortable talking with administrators and 75% of administrators suggested that these leavers generally got along well with administrators. A review of key variables in `relation to these situations provided no "explanations" of the basis for differing perspectives.

The majority of leavers were either very (24%) or somewhat (37%) comfortable talking to counsellors about any problems they may have had. There were no statistical differences within sub-groups which would contribute to an understanding of those who were comfortable speaking with counsellors versus those who were not.

Overall, the majority of administrators (82%) indicated that school leavers got along well with other students in the school. There was a relationship between marks obtained as perceived by administrators and the following variables: those with the highest marks were more likely to be perceived to get along with others in the school while those with the lowest marks were perceived to have the most difficulty in getting along with other students. That pattern was confirmed through the data from leavers where those who reported the highest marks over their last two years in school also reported that they had the least amount of difficulty in getting along with other students in the school: two-thirds of leavers reporting much difficulty in getting along with others also indicated that their marks had been below the 60% level. Given the consistency in information reported on this point, it can be assumed that those who have the lowest marks are also most likely to have the most difficulty in getting along with other students.

Aside from differences in perceptions related to school administrators, the data suggest that leavers were relatively comfortable in speaking with teachers and counselling staff and they also indicated that teachers, overall, were willing to provide assistance when needed.

Involvement with School Activities

As previously indicated, less than half (44%) of leavers participated in school-sponsored events or activities over their last two years in school, averaging approximately 3 activities per month. Approximately 26% of leavers participated in a sports-related activity over their last two years in school. There were differences in participation levels for activities in relation to the marks reported by leavers although less variation in relation to sports activities, as demonstrated in Table 17.

Table 17
Participation in School Activities by Marks Reported

		Marks Reported			
Leaver Participated In ...	**Overall**	**Under 50%**	**50-59%**	**60-69%**	**70%+**
Activities	44%	29%	44%	42%	51%
Sports	26%	25%	24%	24%	36%
Average # of activities per month (for participants)					
School Activities	3.1	2.2	2.6	3.0	3.8
Sports	1.8	1.5	1.7	1.8	1.9

While comparable information is not available for those who stayed in school, experience suggests that a similar pattern may be evidenced in the overall population: those who get higher marks are likely to be more involved in school activities and often more likely to be able to get along with others in the school environment.

Work and School

Forty-five percent (45%) of the leavers contacted had worked at some point over their last two years in school:

- 28% worked during the school year;
- 13% worked during the school year and during the summer months;
- 4% worked during the summer months only; and
- 55% did not work.

When administrators were asked to provide information about the employment patterns of leavers:

- 13% indicated that the leaver had been employed during the school year; and
- 43% indicated that the leaver had not been employed; and
- 44% did not describe any employment patterns.

According to administrators who provided information about employment:

- 20% of leavers were employed; and
- 80% of leavers were not employed while school.

Those who worked could not be differentiated from the overall sample on the basis of the level of educational attainment of parents or their home situation (such as single-parent or two-parent households).

While one could assume that work during the year would have a negative impact on marks received, the responses provided by leavers indicated that those who reported the highest marks were also the ones most likely to have worked in the last two years. For example: 51% of those reporting marks of 70% or higher worked during the school year compared to 23% of those who reported marks of less than 50%. This pattern is confirmed through administrative data (using the combined data set) for those for whom marks of 70% or higher were reported; however, administrative data also suggest that 40% of those with marks less than 50% also worked during the school year.

Based on the information collected, there is no indication that a leaver's work status in the last two years of school contributed to the decision to leave school.

Overall Satisfaction with the School Experience

Fifty-four percent (54%) of leavers were satisfied with their overall experiences in school and 46% were not satisfied. Table 18 presents a profile of situations related to the school environment which could have contributed to the level of satisfaction or dissatisfaction.

There is a statistically significant relationship between the leavers' perception of their relationship with teachers, their marks and the marks which the administrators provided and the expressed level of satisfaction with the school experience.

The information collected about the in-school experiences of leavers leads to the observation that those who had higher marks were more active within the school environment and were better able to communicate with other students and with teachers; however, missing in this study is the ability to compare the patterns identified for leavers with those identified for the students who remained in school.

Table 18
Level of Satisfaction with School Experience

	Overall	Satisfied	Dissatisfied
Marks reported by leaver* (n=321)	100%	54%	46%
< 50%	10%	10%	13%
50-59%	25%	17%	33%
60-69%	36%	39%	33%
70% +	29%	34%	21%
Marks reported by administrators*			
< 50%	46%	37%	57%
50-59%	30%	31%	28%
60-69%	18%	25%	10%
70% +	6%	7%	5%
Perceptions of leavers			
Just like everyone else	47%	51%	42%
Sort of like the others	25%	26%	25%
Somewhat different	16%	12%	21%
Very different from others	12%	11%	12%
Relationships with administrators			
Got along well	35%	40%	31%
Got along with most	35%	34%	34%
Had recurring problems with some	18%	16%	21%
Had many problems	12%	10%	14%
Relationship with Teachers*			
Got along well	44%	50%	37%
Got along with some	39%	40%	38%
Did not get along with most	13%	8%	20%
Did not get along with any of them	4%	2%	5%

The Process of Exiting the School System

As previously indicated, 76% of school leavers (n=242) stated that they made a personal decision to leave the school system while 17% (n=55) exited as a result of a suspension and 7% (n=23) perceived that school personnel suggested that it would be better for them if they were to withdraw from school.

Approximately 41% of respondents indicated that they discussed leaving school with someone before they actually left. Young women were more likely (48%) to discuss the situation with someone than were young men (37%). Within this group of 131 respondents:

- 59% discussed leaving with their parent or guardian;
- 34% discussed the situation with friends;
- 17% discussed leaving with a teacher(s);
- 12% discussed the situation with a guidance counsellor; and
- 2% spoke with other counsellors such as social workers, intervention workers or Native Education workers at the school.

When leavers discussed the situation with parents they were made aware of the parents' disapproval (30%), advised that it was the leaver's choice to make (23%), encouraged to stay in school (17%), advised that the parents had expected they would leave (14%) or advised that they would have to find employment if the student left school (6%).

When students talked to their friends about leaving school, they were more likely to be told to stay in school (34%) or have their intentions opposed (17%) than to hear that friends agreed with the decision (21%) or that it was the leaver's decision (8%).

When students discussed the situation with school personnel they were advised to stay in school (31%), were offered no advice (28%) or were advised that it was their choice (21%). The school also advised 3% to leave because of their pregnancy and offered employment advice in 3% of the situations.

From an overall perspective, students considering an exit from school were most likely to speak with parents or friends and they most likely heard a message, albeit an ineffective message, which encouraged them to stay in school.

According to responses received,

- the majority of students (84%) who left school in the study period first began to think about their decision in 1996 while 14% first thought about the decision in 1997 and the balance (2%) thought about the decision to leave prior to 1996; and

- the data suggest that leavers are most likely to be thinking about their exit from the school in the fall months (September to October): in those months, approximately 53% of those who exited in the study period first thought about leaving.

Motivations to Leave School

An essential element of this survey was the attempt to identify those factors which contributed to a person's decision to leave the school system. Overall:

- 76% of school leavers indicated that they left as a result of a personal decision;
- 17% left because they were suspended; and
- 7% left because it was "suggested that it would be better if they left".

In 70% of those instances in which it was suggested that a student leave school, the principal made the suggestion. Teachers made such a suggestion in 13% of the cases within this group. In the balance of situations (17%), either guidance staff, parents or other staff were equally likely to make such a suggestion.

Table 19 presents an overview of these situations in relation to the gender and language of those who made a personal decision to leave school. As with much of the information generated from the analysis of survey data, the patterns are different in relation to the gender of the school leaver with males being significantly more likely to have been suspended and less likely to have made a personal decision to leave than females.

Table 19
Reasons for leaving school by Age, Gender and Overall Marks

		Within Gender Groups(*)		**Within Language Groups**	
		Females	Males	Anglo-phones	Franco-phones
Size of Sample	n=321	n=118	n=203	n=200	n=112
Percentages	100%	37%	63%	64%	36%
Reasons for Leaving					
Personal Decision	76%	87%	69%	72%	81%
Suspension	17%	7%	23%	21%	10%
Suggestion of Others	7%	6%	8%	7%	9%
	100%	100%	100%	100%	100%
		Marks Reported by Leavers for last 2 years			
	Overall	**below 50%**	**50-59%**	**60-69%**	**70%+**
Personal Decision	76%	70%	68%	78%	81%
Suspension	17%	18%	24%	13%	16%
Suggestion of Others	7%	12%	8%	9%	3%
	100%	100%	100%	100%	100%

* Differences based on gender are statistically significant.

Table 20 presents an overall summary of the top fifteen reasons which leavers provided for exiting the school system over the study period. Table 21 presents the top 15 reasons for exits cited by administrators and Table 21 combines responses and rankings (based on the frequency of times mentioned) for the two groups.

In these tables, the percentages provided as based on total respondents - the total number of respondents who cited the cited motivation for a school exit. For example, the following statements are based on these tables:

- among all leavers (Table 20), 15% indicated a general lack of interest in school as one of the motivations for their exit; among leavers with English as their mother tongue. 16% cited a general lack of interest as a motivation for their exit as did 13% of students with French as their mother tongue;

- among all administrators who responded to the survey (Table 21), 13% cited excessive absenteeism as one of the factors resulting in an exit from the school system; among administrators from districts where the language of instruction is English, 15% of administrators cited excessive absenteeism as a factor in the exit compared to 6% of administrators from districts in which the language of instruction is French; and

- as evidenced in Table 22, leavers most frequently mentioned a general lack of interest in classes as a motivation to exit the school system while administrators were most likely to suggest excessive absenteeism.

Table 20
Leavers' Motivations for School Exits

		Leavers		
			Mother Tongue	
		Overall	**English**	**French**
Rank	**Total Respondents**		**143**	**83**
	Reasons Provided			
1	General Lack of Interest/Boring Classes	15%	16%	13%
2	Inability to learn/could not pass courses	11%	6%	20%
3	Problems with teaching staff	10%	11%	9%
4	Problems with other students in the school	6%	6%	<1%
5	Family or child care responsibilities	5%	5%	5%
6	Wanted a job//had to work	4%	4%	4%
7	Too far behind in courses to catch up	3%	3%	3%
8	Had a job	3%	4%	2%
9	Other personal problems	3%	4%	2%
10	Dislike of programs or courses	3%	3%	2%
11	Teachers did not listen	3%	2%	4%
12	Missed too many classes	3%	3%	2%
13	Pregnancy	3%	4%	1%
14	Health Problems	3%	2%	3%
15	Teachers too harsh/judgmental	2%	2%	3%
	Total Respondents Represented	77%	71%	68%

Table 21
Administrators' Perceptions of Motivations for School Exits

			Language of Instruction	
		Overall	**English**	**French**
Rank	**Total Respondents**		**525**	**188**
	Motivations Cited			
1	Missed too many classes	13%	15%	6%
2	Problems in home environment	13%	13%	12%
3	Inability to learn or grasp subject areas	9%	6%	15%
4	Inability to concentrate on school work	8%	5%	15%
5	Not interested in school	8%	8%	8%
6	Other personal problems	6%	6%	6%
7	Repeatedly getting into trouble	4%	5%	4%
8	Drugs or alcohol-related problems	4%	5%	4%
9	Legal difficulties	4%	5%	3%
10	Family or childcare responsibilities	3%	4%	1%
11	Suspensions	3%	3%	2%
12	Pregnancy	3%	3%	2%
13	Health problems	2%	2%	3%
14	Difficulties as an older student	2%	2%	4%
15	Had a job	2%	3%	1%
	Total Respondents Represented	84%	85%	86%

Table 22
Most Frequently Mentioned Reasons for Leaving School - Personal Reasons

	Reasons Provided	Leavers		Administrators		
		Mother Tongue		Language of Instruction		
		Anglo-phones	Franco-phones	Rank	English	French
Rank	Total Respondents	143	83		525	188
1	General Lack of Interest/Boring Classes	16%	13%	5	8%	8%
2	Inability to learn/could not pass courses	6%	20%	3	15%	9%
3	Problems with teaching staff	11%	9%	21	1%	1%
4	Family or child care responsibilities	5%	5%	10	4%	1%
5	Wanted a job//had to work	4%	4%	16	1%	3%
6	Problems with other students in the school	6%	<1%	19	1%	1%
7	Too far behind in courses to catch up	3%	3%	33	<1%	--
8	Had a job	4%	2%	15	2%	1%
9	Other personal problems	4%	2%	6	6%	6%
10	Dislike of programs or courses	3%	2%	23	1%	1%
11	Teachers did not listen	2%	4%	na	na	na
12	Missed too many classes	3%	2%	1	15%	6%
13	Pregnancy	4%	1%	12	3%	2%
14	Health Problems	2%	3%	13	<1	--
15	Teachers too harsh/judgmental	2%	3%	na	na	na
	Total Respondents Represented	71%	68%		58%	

The differences in perceptions about leaving school are readily apparent. The leavers tend to indicate that they were uninterested or unable to learn and place a significant amount of emphasis on the role of people within the school. On the other hand, the administrators tend to place considerable emphasis on personal problems of leavers along with academic difficulties and a lack of interest in learning.

In the process of analysing the information from this survey, the reasons provided as the basis for the decision to leave school were re-grouped into the major categories which are used in the tables which follow. Table 22 presents the most frequently mentioned reasons for leaving school (for those who made the decision to leave) in relation to the gender and language groups of survey respondents.

Table 23 presents a summary of the reasons leading to an independent decision in relation to the perceived marks the leaver received over the past 24 months in school.

Table 23
Reasons for Leaving School - Independent Decision

Reason Provided	**Overall**	**Gender**		**Mother Tongue**	
		Females	**Males**	**English**	**French**
Respondents	**242**	**102**	**140**	**145**	**90**
Total Responses	326	146	180	191	125
Reasons Identified	**Percent**				
Personal Issues	22%	29%	17%	20%	26%
Lack of Interest in school	21%	14%	27%	25%	17%
Problems with teachers	16%	14%	17%	16%	17%
Academic Difficulty	16%	18%	14%	11%	24%
Work-related issues	9%	3%	14%	9%	7%
School Environment	7%	9%	6%	9%	5%
Excessive Absences	4%	6%	3%	5%	2%
Pregnancy	3%	6%	--	3%	1%
Discipline Issues	2%	1%	2%	2%	1%
	100%	100%	100%	100%	100%

Table 24
Reasons for Leaving School - Independent Decision

Reason Provided	Overall	Marks Reported			
		<50%	50-59%	60-69%	70%+
Respondents	**242**	**23**	**51**	**87**	**31**
Total Responses	314	30	69	119	96
Reasons Identified	**Percent**				
Personal Issues	22%	17%	20%	19%	31%
Lack of Interest in school	21%	17%	25%	25%	17%
Problems with teachers	16%	30%	19%	14%	10%
Academic Difficulty	16%	16%	19%	18%	8%
Work-related issues	9%	10%	7%	12%	7%
School Environment	7%	7%	6%	6%	10%
Excessive Absences	4%	--	--	2%	12%
Pregnancy	3%	3%	3%	2%	4%
Discipline Issues	2%	--	1%	2%	1%
	100%	100%	100%	100%	100%

Responses from leavers and administrators confirmed the differences in perceptions when the responses provided by both were linked to the leaver's level of satisfaction with the overall school experience, as evidenced in Table 25.

Table 25
Motivations for Exit by Leavers' Satisfaction with Marks Received (Combined Data Set)

			Level of Satisfaction			
		Overall	**Very Satisfied**	**Somewhat Satisfied**	**Not Very Satisfied**	**Not at all Satisfied**
	# in Sub-groups	**n=231**	**n=13**	**n=81**	**n=84**	**n=53**
Rank	**Motivations Reported Administrators**					
1	Personal Issues	35%	32%	38%	32%	38%
2	Academic Difficulty	18%	26%	13%	22%	16%
3	Excessive Absences	13%	11%	14%	13%	13%
4	Lack of Interest	12%	21%	11%	13%	11%
5	Discipline Problems	8%	5%	7%	7%	12%
6	Work outside school	4%	--	7%	5%	1%
7	Pregnancy	4%	5%	6%	2%	2%
8	Legal Problems	3%	--	3%	2%	4%
9	School environment	2%	--	1%	3%	1%
10	Problems with Teachers	1%	--	--	1%	2%
		100%	100%	100%	100%	100%
	Motivations Reported by Leavers					
1	Personal Issues	24%	9%	29%	22%	22%
3	Academic Difficulty	14%	9%	8%	21%	16%
7	Excessive Absences	5%	--	11%	2%	--
2	Lack of Interest	22%	28%	19%	24%	23%
9	Discipline Problems	2%	--	2%	3%	--
5	Work outside school	11%	9%	11%	10%	11%
8	Pregnancy	3%	--	6%	1%	4%
na	Legal Problems	--	--	--	--	--
6	School environment	7%	27%	5%	8%	2%
4	Problems with Teachers	12%	18%	9%	9%	22%
		100%	100%	100%	100%	100%

The information presented in Table 25 provides the basis for the following observations:

- administrators and leavers agree that personal issues, academic difficulties and a general lack of interest in school were key factors which led to the decision to leave school; and

- leavers, while elsewhere indicating significant absences from school, did not appear to see those absences as a significant factor in the decision to leave school.

Table 26 presents a demographic profile of leavers in relation to the level of marks they reported for the last two years in school.

Table 26
Profile of Leavers at Different Academic Levels

		Overall marks reported for last 2 years in school			
Motivations for Exit		**< 50%**	**50-59%**	**60-69%**	**70% +**
Size of Sample	309	34	75	112	88
Percentages	100%	11%	24%	36%	29%
Gender					
Women	37%	10%	20%	33%	37%
Men	63%	11%	27%	39%	24%
Leavers Reside with ..					
Both parents	49%	53%	53%	48%	46%
One parent	27%	32%	28%	27%	25%
Another relative	4%	9%	3%	5%	2%
Foster/Group home	2%	--	4%	1%	1%
A partner	7%	3%	5%	7%	10%
Friends	2%	–	3%	4%	1%
Independently	9%	3%	4%	8%	15%
	100%	100%	100%	100%	100%
Education Level of Parents					
Both have at least a high school diploma	32%	33%	32%	32%	30%
One parent finished high school	36%	29%	32%	39%	37%
Neither parents have a high school diploma	32%	38%	36%	29%	33%
	100%	100%	100%	100%	100%

There are several patterns evident in the presentation of the information on school leavers.

- There are statistically significant differences between the patterns reported for young women and young men.
    - Women tend to report receiving higher marks, overall, prior to exit;
    - women evidenced a lower likelihood of suspension; and
    - the motivations underlying the decision to leave differ for men and women.
- There are also statistically significant differences between anglophones and francophones.
    - Francophones are less likely than anglophones to have left school previously;
    - a larger percentage of francophones left school prior to Grade 10; and
    - more francophones than anglophones resided in households in which neither parent completed a high school education.
- The absence of patterns in relation to the overall grade levels reported by leavers was unexpected.
- The lack of apparent impact of the academic level of the parents (as an independent effect) was also unexpected.
- There are significant differences in relation to the patterns expressed by administrators and leavers:
    - administrators report lower overall marks for leavers;

- administrators also indicate that a higher percentage of leavers repeated at least one grade level in their academic career; and
- administrators and leavers see a number of different reasons for quitting school.

Although problems with the data were previously noted, when the marks of those who were dissatisfied were reviewed within the context of marks reported by administrators (for the sample of 255 leavers), responses appear to be more consistent with the overall information supplied by administrators:

- 54% had marks below 50%;
- 32% had marks in the range of 50-59%;
- 13% had marks in the range of 60-69%; and
- 1% had marks in the 70% or higher range.

The section which follows presents information about those who have exited the school system more than once.

Prior Exits from the School System

Among leavers contacted, 44% had exited the school system more than once. Table 27 provides an overall profile of those with prior exits.

Table 27
Prior Exits from School

	Overall marks reported for last 2 years in school				
	Overall	**< 50%**	**50-59%**	**60-69%**	**70%+**
Sub-Group Size	n=133	n=13	n=31	n=41	n=48
Percentages	100%	11%	24%	36%	29%
Has R Left school prior to study period					
Yes	47%	38%	41%	37%	46%
No	56%	62%	59%	63%	54%
Grade at Time of First Exit					
Grade 7 or Less	12%	23%	10%	2%	13%
Grade 8	11%	15%	16%	12%	4%
Grade 9	17%	23%	12%	20%	17%
Grade 10	38%	39%	32%	34%	50%
Grade 11	18%	--	23%	25%	16%
Grade 12	4%	--	7%	7%	--
	100%	100%	100%	100%	100%
Average Months out of school on first exit					
Time in Months	5.66	4.54	4.97	6.43	5.62
Academic Experience of Parents					
Both have at least a high school diploma	17%	7%	23%	17%	15%
One parent finished high school	27%	41%	16%	28%	27%
Neither parents have a high school diploma	56%	52%	61%	55%	58%
	100%	100%	100%	100%	100%

As previously reported, anglophones were more likely to have previous experience with quitting school than francophones. Differences based on gender were not evidenced in the information collected.

On average, those who had previously left the school system left 2.8 times. Those who reported marks under 50% had the highest average number of prior exits (3.5) although overall means varied little in relation to marks received.

The majority of those who left previously left in Grade 10 (39%), Grade 11(19%) or Grade 9 (17%).

Those who had left previously were most likely to suggest the following motives for being back in school over the study period:

- they had realized that education could be equated with more personal potential (29%);
- they wanted a high school diploma (18%) or "an education" (12%);
- the influence of family (9%); or
- because sitting at home had become boring (4%).

Those who returned to school and were still in school at the time of contact for the survey (n=13) were most likely to indicate the same reasons as those who returned and left again while also adding that they needed an education to find employment.

Those who had left previously and were in school at the time of the survey were most likely to indicate that they had received marks of 60% or higher over their last two years in school. Administrators agreed with the leavers assessment of marks in about 50% of the cases.

Administrators suggested that those who had left previously left again in the study period because of excessive absences, lack of interest, an inability to grasp the subject matter or discipline problems. Essentially the students who had left preciously concurred with the administrators; however, students also placed more emphasis on the problems that they were having within the school environment than did the administrators.

Analysis of the information presented within the context of those who had left previously and returned to school and those who had not left previously revealed no significant variations other than those reported. Essentially, while one might assume that the person who returns would be very motivated to continue, only a small percent (10%) of those who decided to try again were in school at the time of contact for this study.

Interventions in the Exit Process

Each school in the province is expected to intervene when a student is considering the possibility of leaving school or when situations result in which the student is likely to be suspended from school. Collection of information from administrators was designed to provide a profile of the types of interventions attempted and the perceived outcomes from those intervention efforts. The information which follows presents a summary of the information collected.

According to administrators, interventions prior to the exit were attempted with 78% of the leavers. The patterns related to intervention attempts were consistent across various sub-groups, with the exception of interventions within sub-groups based on the marks reported by administrators. Overall, interventions were attempted with:

- 76% of those who made a personal decision to leave;
- 80% of those who were suspended;
- 94% of those for whom it was suggested that they withdraw from school;

- 83% of female and 75% of male leavers; and
- 86% of those with marks under 50%, 71% of those with marks of 50-59%, 77% of those with marks of 60-69% and 50% of those with marks of 70% or higher.

While the actual number of leavers within districts from the combined sample were too small to determine statistical significance, the data suggest that there were variations in the interventions attempted across districts. For example, while interventions were attempted with an average of 78% of leavers, Districts 3,12,13 and 17 reported interventions attempts with more than 90% of leavers while Districts 5, 6,11 and 15 reported intervention attempts for less than 70% of leavers.

The data provided by administrators served as the basis for the following summary of interventions presented in Table 28 and Table 29. In these tables, the percentages are based on the total responses provided.

Table 28
Profile of Interventions Attempted - People Involved

School personnel involved in the interventions	
Total Responses	177
Principals	30%
Guidance Counsellors	27%
Teachers	19%
Resource Room Staff	6%
Multiple School Staff	6%
School Psychologist	5%
Resource and Methods Teachers	3%
Intervention Workers	3%
Native Intervention Workers	1%
Who else was involved in the interventions	
Total Responses	
Parents	65%
Social Workers	15%
Probation Officers	5%
Mental Health Staff	5%
First Nation Staff	4%
Public Health Staff	3%
Community Workers	2%
Family Counsellors	1%

Table 29
Interventions: Type of Contact and Actions

Type of Contact	
Total Responses	170
Meetings	30%
Informal Discussions	14%
Telephone Conversations	11%
Case Conference	5%
Written Correspondence	2%
Multiple Attempts	1%
Unspecified by Administrator	37%
Actions	
Total Responses	58
Encouragement to continue	21%
S.T.E.P Program	12%
Other Programming changes	10%
Attendance Contract	10%
Revised Scheduling	9%
Detentions/Suspension	7%
I.E.P	5%
S.T.A.R./P.A.L.S./Home schooling	5%
Special Tutoring	5%
Anger Management	3%
Other in-school changes	3%
Avenir Jeunnesse/Youth Strategy	2%
Attempts made, leaver did not respond	8%

The information in Table 25 and Table 26 is an accurate reflection of the information provided by administrators; however, it must be noted that the actual information provided was sketchy, at best. For example it was often reported that a telephone call had been made or that a meeting had been held, but the people involved and the outcome were not indicated. This clarification is necessary in order to ensure that the reader understands that this information could be indicative of the types of interventions employed, but it should not be interpreted to be a definitive description of what actually happens within the school.

When school leavers were asked if there was anything that the school could have done to make them want to stay in school, 36% cited a specific action which may have affected the decision to leave. Table 30 presents an overall summary of the responses received.

Table 30
Changes in the Schools Suggested by Leavers

	Overall Sample (n=321)	Anglo-phones	Franco-phones
Total Respondents	**168**	**113**	**55**
Less judgmental teachers	16%	13%	20%
Teachers put more effort into teaching	13%	11%	16%
More assistance/coaching/tutoring	10%	9%	13%
Too many rules ..."loosen up"	10%	9%	12%
Treat students as adults	6%	5%	9%
Provide alternative scheduling possibilities	6%	8%	1%
More activities available within the school	5%	5%	5%
More interesting/ alternative programming	4%	9%	–
More guidance/counselling/support	5%	6%	1%
Better discipline/control within the school	5%	5%	4%
Revise attendance policies	3%	3%	3%
Provide daycare services	3%	4%	–
"Stop putting students down"	3%	3%	3%
Provide smaller classes	2%	1%	4%
Make allowances for work schedules	1%	2%	--
Revise 9-10 block	1%	1%	--
Various other suggestions	7%	6%	9%
	100%	100%	100%

While Table 30 indicates that the leavers seem to suggest that teachers could put more effort into helping students and making the courses more interesting, along with a number of revisions for school programs or regulations, they do not assign the responsibility entirely to others. For example, the information in Table 31 presents the ways in which leavers indicated that they would change, if they were to return to school.

Table 31
What Would Leavers Differently if Returning to School

	Overall	Anglo-phone	Franco-phone
Total Respondents	**214**	**150**	**64**
Study More/Try Harder	33%	30%	41%
Attend More Regularly	21%	24%	14%
Pay Attention/Concentrate	15%	11%	16%
Cause Less Problems	5%	6%	5%
Use Less Drugs/Alcohol	4%	4%	5%
Seek Help When Needed	3%	3%	5%
Be a more serious student/have a better attitude	3%	5%	--
Change crowds/friends	2%	2%	4%
Become more involved in activities/expand circle of friends	2%	3%	1%
Change schools	2%	2%	1%
Attempt to get along with teachers	1%	2%	--
Quit employment	1%	<1%	2%
Other individual changes	8%	8%	6%
	100%	101%	100%

Post Exit Activities

In order to understand what happens following the decision to leave school, both administrators and leavers were asked for information about the school's follow-up activities. Leavers were also asked about the possibility of a return to school.

Follow-Up Activities

Information from administrators indicates that follow-up contacts by the schools were initiated for 36% of leavers. Analysis of data did not indicate that follow-up efforts were directed at any particular group of leavers. Information from the survey of leavers appeared to be consistent since 32% indicated that they had been contacted by the school following their exit.

The material which follows provides the perspective on administrators and leavers on the follow-up activities.

Administrators' Perspectives on Follow-Up

The information about follow-up activities provided by administrators was sketchy, at best. Using the information provided, Baseline developed the material which follows to summarize the post-exit activities of schools.

Follow-up activities did not vary across sub-groups based on marks reported, type of exit gender or language group or sub-groups based on the leavers' intentions related to a return to school.

From the perspective of administrators, the leaver's advisor was most frequently (45%) involved with follow-up activities. The term "advisor" was frequently used by administrators, sometimes referring the home room teacher ; however "advisor" was also used without additional clarification.

Others who may have been involved included guidance counsellors (16%), teachers (7%), a principal (7%) or a school psychologist (3%).

School leavers were contacted in 47% of the follow-up activities while parents were contacted in 53% of the activities.

Most administrators (60%) did not specify the means of follow-up contact while the balance reported contact through telephone (31%), letters (6%) or meetings (3%).

The type of follow-up activity or information gained as a result of follow-up activity is summarized as follows:

- leavers were encouraged to return (39%);
- leavers failed to keep appointments (17%);
- the school learned that the leaver plans to return (12%);
- the school learned that the leaver had found employment (7%);
- the leaver was referred to social services (5%)
- the school learned that the leaver would be returning to another school (5%);
- the school learned that the leaver was attending literacy classes (4%) or attending an upgrading course through the New Brunswick Community College (1%);
- the school made arrangements for alternative programming (3%); or
- other referrals were made (1%) or other information was acquired about the leavers (4%).

It is of interest to note that there is no apparent relationship between the follow-up activities of the school and the intentions of the leavers related to a return to school. Such could speak to either the type of follow-up activity or the lack of receptiveness by the leaver.

Leavers' Perspectives on Follow-Up

According to leavers, the follow-up activity more likely involved contact with the leavers' parents (68%) than the leaver (32%).

Contacts with leavers were most likely to involve administrators (55%), followed by school counsellors/guidance counsellors (22%), teachers (18%) or a combination of school staff (5%).

According to leavers, these follow-up activities involved the following:

- the school wanted to determine if the leaver planned to return (28%);
- the school staff wanted to know how the leaver was getting along (23%);
- the school staff wanted to determine why the leaver had left school (22%);
- the school staff encouraged the leaver to return to school (15%);
- the school staff wanted to inform the leaver of the options available (8%);
- the school wanted to confirm that the leaver had, in fact, quit school (3%); or
- the staff offered other services to the leaver (1%).

Perhaps the most interesting difference between the types of follow-up activities described by leavers and administrators relates to the perceptions about encouraging the leaver to return to school: while administrators indicated that this was done frequently, leavers were apparently not ready to "hear" that message. Although the number of cells with no respondents prohibits the calculation of statistical significance, the information in Table 32 indicates that there may be a relationship between the "message" heard by the leaver and future educational activities.

Table 32
Follow-Up Message by Return to School Intentions

Message "Heard" by Leavers	Overall	Likelihood of a Return to School			
		Very Unlikely	Somewhat Unlikely	Somewhat Likely	Very Likely
School wanted to determine if leaver was planning to return to school	28%	43%	42%	32%	17%
School wanted to know how leaver was getting along	23%	25%	17%	18%	26%
School wanted to determine why respondent had left	22%	19%	–	36%	21%
Leaver encouraged to return to school	15%	--	25%	9%	22%
School advised leaver of options available	8%	6%	--	5%	12%
School wanted to confirm that the laver had actually exited	3%	6%	16%	--	--
School offered other services	1%	1%		--	2%
	100%	100%	100%	100%	100%

Leavers' Post Exit Activities

Immediately following their exit from the school system:

- 32% remained at home;
- 31% of leavers looked for work;
- 29% found or had a job;
- 6% enrolled in another school or training program; and
- 1% were in an institution.

At the time of contact for this survey:

- 10% were back in school and not employed;
- 3% were back in school and employed;
- 37% were employed; and
- 50% were unemployed and not in school.

Among those who were unemployed, 70% were also actively looking for work at the time of survey contact. The most frequently mentioned reasons for not seeking employment included child or family responsibilities or lack of interest in working.

Among those employed:

- 29% were working part-time, averaging 18 hours of work per week at a rate of $6.70/hour; and

- 71% were working full-time, averaging 41 hours per week at a rate of $6.85/ hour.

The positions most frequently mentioned for full-time and part-time work included babysitters, service station attendants, cashiers, construction helpers, general farm labourers and fish plant workers.

Among those employed:

- 39% were very satisfied with their employment;
- 41% were somewhat satisfied; and
- 20% were at least somewhat dissatisfied.

The level of satisfaction combined with the types of work and the rate of pay indicate that the leavers are quite easily satisfied.

The post-exit work was often a carryover from work during the last 2 years in school:

- as noted elsewhere, 41% worked at some point during their last 2 years in school: 28% worked during the school year; 13% worked during the school year and during the summers and 4% worked during the summers only;

- among those employed at the time of contact, 66% had also worked at some point during their final 2 years in school; and

- the work during the school year was very similar to the work following the exit.

While employed leavers appeared to be satisfied with their current positions, those employed and others want to obtain different occupations in the future. The most frequently mentioned occupations which leavers would like to have in five years included: motor vehicle repair, police officers, truck drivers, hairstylists, forestry technicians, carpenters, registered nurses and social workers.

Potential for a Return to School

The majority of those contacted in the survey of leavers indicated that they planned on returning to school at some point within the next two years:

- 48% indicated that they would be very likely to return to school;
- 20% indicated that a return to school would be somewhat likely;
- 15% indicated that a return to school would not be very likely; and

- 17% indicated that a return to school was not at all likely.

Although not statistically significant, expectations about a return to school varied in relation to the marks reported by the leaver with those reporting higher marks also more likely to indicate that it would be very likely that they return to school at some point over the next two years.

Table 33 presents an overall summary of the motivations for a return to school.

Table 33
Motivations to Return to School

Motivations	**Overall**	**Females**	**Males**
Total Responses	287	107	187
Education means more potential, in general, for the leaver	37%	40%	34%
Need for a high school diploma	12%	8%	15%
No job opportunities without education	12%	8%	14%
Want of "an education"	11%	13%	10%
Education is essential	6%	7%	6%
"For the future"	6%	8%	4%
Bored at home	2%	1%	3%
Knew "it had to be done"	2%	2%	2%
Now able to manage family responsibilities	3%	2%	2%
Wanted to try again	1%	2%	1%
Wanted to "provide that I could"	1%	2%	1%
Other reasons	7%	8%	8%
	100%	101%	100%

The information in Table 33 indicates that leavers share a general perception that the completion of a high school education is "expected" and that it is something that leads to more potential over the long run; however, it has to be noted that these reasons are very similar as those provided by others who had left school before and failed to continue.

Table 31 (presented earlier in this report) provides a summary of the changes that leavers would make if they were to return to school. As those responses indicate, the leavers recognize that a significant amount of personal changes related to both study habits and attendance patterns would have to be changed if they were to return. It is also important to recognize that the leavers would like to see changes related to the attitudes and approaches of teachers and the ways in which classes are conducted and subjects covered.

Those who indicated that it would be unlikely that they would return to school (n=91) were asked why such would be unlikely. A summary of responses provided are presented in Table 34. The information in Table 34 suggests differences across sub-groups based on gender and mother tongue; however, the number within each sub-group is too small to provide a precise measure. The information in this table could be considered as an indicator of the patterns one could expect to find within these groups of leavers.

The reasons for not returning to school are consistent with the reasons for leaving thus indicating that the leavers who are not planning a return have seen few changes since their exit.

Table 34
Why Not Return to School

		Gender		Mother Tongue	
	Overall	Females	Males	English	French
Total Respondents		30	61	60	30
Why not return ...					
Not Interested or disliked school	16%	10%	19%	16%	16%
Found or want employment	15%	2%	22%	11%	24%
Plan to attain GED	14%	17%	13%	16%	11%
Too old for high school	13%	12%	14%	17%	5%
Problems with teaching staff	10%	10%	10%	11%	8%
Problems with administrative staff	10%	15%	7%	9%	11%
Family responsibilities/personal problems	4%	12%	--	4%	3%
Personal Problems	4%	10%	1%	1%	11%
Suspended - Return option not open	3%	--	4%	4%	--
Pregnancy	3%	7%	--	3%	3%
Impossible to succeed	1%		1%	1%	--
Missed to much school/can't catch up	1%	--	2%	1%	
Other Reasons	6%	5%	7%	6%	8%
	100%	100%	100%	100%	100%

Summary Observations - Points for Consideration

Although the group of respondents were not drawn through a process of random selection and thus cannot provide the basis for generalizing to the overall population of administrators and leavers, the conclusions and points for consideration which follow may be useful to consider when educators are developing plans and programs to address the needs of school leavers in New Brunswick.

1) As one would realistically expect, there are significant differences between the perceptions of administrators within the system and the students who leave the system. This suggests plans to develop programs and approaches to intervention in the school leaving process should involve input from the leavers as well as the professionals within the school system.

2) The majority of students who leave the system indicate that they did so voluntarily; however, the data suggest that leavers, regardless of the marks they reported, had a difficult time in progressing through school, based on the pattern of repeating identified. The data suggest that potential leavers may be identified as early as Grade 1. There is a need for additional information which could describe the patterns related to grades repeated for those who did not leave school in order to establish the normal or expected patterns against which the patterns of leavers could be measured or compared.

3) Leavers encountered difficulty early in their academic careers with a significant percentage having to repeat a grade, having problems with a particular course or otherwise being in need of assistance. Although not all leavers may be receptive to assistance, the need for help, especially before Grade 7, was obvious in the information collected.

4) Given the high percentage of leavers who come from homes in which at least one parent had left school without obtaining a high school diploma, knowing the background situation early in the educational process, monitoring progress and early interventions may contribute to a more successful academic career for the potential leaver.

5) General boredom and a lack of interest or perceived relevance of courses appears to be a major factor in the decision to leave school. Attempts could be focussed on making classes more engaging, relevant and interesting for students. In addition, efforts should be continued to address the need for basic competencies and coping skills.

6) The leavers appear to have difficulty with both languages and math. One wonders if there is a way, in this era of television and videos, to have programs which develop an interest in reading as a means to exploring opportunities, experiencing the world and providing an alternative activity to "hanging out." An enhanced ability to read could, at least, provide information about career opportunities without a high school diploma.

7) Leavers perceive themselves to be judged harshly in some instances and would like to see others be less judgmental. Programs have to recognize the difficulty that must be experienced when one cannot match the performance of other in the class in terms of both social and academic standards.

8) Schools may want to consider the potential for altering schedules and course loads to accommodate the needs of working students. If the information provided is correct, there may be a need to consider alternative arrangements in cases where verified medical conditions exist.

9) It was obvious, over the course of analysing the data from both surveys, that interventions may not be addressing the needs of students and follow-up activities may not encourage a return to school or offer alternatives which the leaver may consider realistic. It would seem appropriate to review process and style of

intervention including the timing of the interventions. Students who perceived the follow-up to be indicative of a concern for the well-being of the leaver were more positively received than other follow-up activities. It would also seem logical to assume that the leaver should be directly involved in both interventions and follow-up.

10) While delays are often unavoidable, future surveys such as this should take into consideration the demands which the survey will make on administrative staff in relation to the on-going demands for their time. As well, this survey highlighted the need for updated information on leavers and the need for the schools to maintain current contact records if follow-up activities are to be completed with those who exit the school system.

11) The missing link in this research is the ability to compare leavers with students who successfully complete high school, to those who did return and successfully complete a high school diploma and to those who go on to post secondary education. If such information were available, it would provide a more comprehensive perspective for planning new programs and approaches.

Appendix A
Research Instruments

Survey of School Leavers

Page 100

Hello, I'm ______________________ calling from Baseline Market Research in Fredericton. May I speak with: (RECALL NAME OF PARTICIPANT)

ENTER CODE

n
1 R TAKES CALL
2 R COMES TO PHONE (RE-INTRODUCE)
3 R NOT AVAILABLE - CALL BACK INFORMATION REQUIRED
4 R TAKES CALL BUT REFUSES TO COMPLETE INTERVIEW
5 SOMEONE OTHER THAN R REFUSES TO TAKE CALL
(WHICH WILL BE TRIED AGAIN)

Page 101

Today/tonight we are conducting interviews with people who have left school over the past year, even if they are now back in school.

This survey is being conducted by the Department of Education and we would really appreciate your help. The Department is conducting this survey so that we can learn about student experiences in school and hopefully find out how things could be changed. We also hope to understand why some students decide to return to school while others do not.

All the information you provide in this survey will be treated in strictest confidence by Baseline. We hope that you will think about each question and answer each as accurately as possible. If you want me to repeat a question, just let me know. If you don't want to answer a question, I'll move on to the next one.

Page 102

Our survey has several sections and we would like to start by asking about your decision to leave school.

First of all, are you attending school now?

l YES/NO

According to school records, you stopped going to school in 1996-97. Is this the first time that you left or quit school?

l YES/NO

Page 103

Altogether, how many times did you leave school?
n

Page 104

What grade were you in when you left or quit school the first time?

n ENTER GRADE NUMBER
IF R SUGGESTS JUNIOR HIGH OR HS DETERMINE GRADE

Page 105

How long were you out of school when you left the first time?

n RECORD NUMBER

n RECORD TIME FRAME

1 DAYS
2 MONTHS

Page 106

Why did you leave school that first time - what happened? (PROBE FOR DETAIL)

Page 107

And what made you decide to return to school? (PROBE FOR SPECIFIC REASONS)

Page 108
Thinking about leaving school this year ... did you (READ EACH)

INTERVIEWER: DO NOT USE SPECIAL INPUTS AT THIS QUESTION - SEE SUPERVISOR IF NECESSARY

1 make your own decision to leave
2 leave because you were suspended or expelled or
3 leave because someone suggested that it would be better if you quit or withdrew?

Page 111

What grade were you in this school year when you left school? GRADE

Page 112

Why were you asked or told to leave school .... what was going on at that time? (INTERVIEWER ENSURE COMPLETE AND DETAILED RESPONSE ..PROBE PER INSTRUCTIONS)

Page 113

Who suggested that it would be better for you if you left school?

1 PRINCIPAL
2 TEACHING STAFF
3 GUIDANCE /COUNSELLING STAFF
4 PARENTS
5 OTHER

And why do you think you were told that it would be better for you if you left school - what was going on at that time? (INTERVIEWER ENSURE COMPLETE AND DETAILED RESPONSE ..PROBE PER INSTRUCTIONS)

Page 114

Looking back over the past year, when did you first start to think about leaving school, thinking that you might want to leave? (PROBE FOR MONTH AND YEAR) IF R "JUST DID IT' ENTER 89 IN EACH FIELD)

MONTH n YEAR 19 n

Page 115

What made you think about leaving school - what was happening at that time? (PROBE FOR DETAILS)

Page 116

Did you tell anyone about leaving school before you actually left?

I Y/N YES/NO

Page 117

Who did you tell : (CHECK ALL THAT APPLY)

☐ 1 PARENTS
☐ 2 TEACHERS
☐ 3 GUIDANCE COUNSELLORS
☐ 4 OTHER COUNSELLORS OUTSIDE SCHOOL
☐ 5 FRIENDS
☐ 6 OTHER (SPECIFY)
I

Page 118

What did your parents say when you told them that you were thinking about leaving school? (PROBE FOR COMPLETE RESPONSE)

INTERVIEWER: IF R SAYS "TOLD ME TO STAY IN SCHOOL" ASK ...
what reason did they give you for staying in school?

Page 119

What did the ____________________________ say when you told them that you were thinking about leaving school - what advice did they give you? (PROBE FOR COMPLETE RESPONSE).

INTERVIEWER: IF R SAYS "TOLD ME TO STAY IN SCHOOL" ASK ... what reason did they give you for staying in school?

Page 120

What did your friends say when you told them that you were thinking about leaving school ? (PROBE FOR COMPLETE RESPONSE)

Page 125

Why did you decide to leave school .... what really made you leave?
(INTERVIEWER ENSURE COMPLETE AND DETAILED RESPONSE .. REMEMBER TRAINING!)

Page 128

And were there any other reasons for leaving school? (PROBE FOR SPECIFIC DETAILS)

Page 130

What do you think the school could have done that would have made you want to stay in school? (PROBE FOR DETAILS)

Page 131

What did you do immediately after you stopped going to school.
Did you ....(READ EACH)

n
1 look for work
2 get a job
3 stay at home (OR AT HOME WITH CHILDREN OR FOR OTHER REASONS)
4 or do something else ... and what was that?
5 IN ANOTHER EDUCATION OR TRAINING PROGRAM
6 IN INSTITUTION (JAIL, HOSP ETC)

Page 132

Now, we would like to ask you about your experiences in school.

Thinking about the overall marks you received in your last two years in school ... Was the average mark you received 60% or higher or below 60%?

n
1 60% OR ABOVE
2 BELOW 60%

IF BELOW 60: Was your average mark 50% or higher or below 50%

n
1 50% OR HIGHER
2 BELOW 50%

Page 133

Which best describes your average mark in your last two years of school?
(READ EACH)

n

3 60-69%
4 70-79%
5 80-89%
6 90% or more?

Page 134

AVERAGE GRADE SUMMARY
n
1 UNDER 50%
2 50-59%%
3 60-69%
4 70-79%
5 80-89%
6 90%

Page 135

Were most of the courses or subjects you were taking in your last two
years of school ... (READ)

n

1 part of the regular program or
2 part of a special or modified program

Page 136

Were most of the courses you took while in high school (READ 1-4)...
n
1 level 1 courses
2 level 2 courses
3 level 3 courses or
4 were you following a special or modified program
5 OTHER (PROBE FOR CLARIFICATION)

Page 137

How many courses were you taking at the time you left school?

n ENTER TOTAL # COURSES

IF MORE THAN 4 - PROBE is that the number of courses you were taking in the semester when you left?

Page 140

Thinking about your last two years in school, what subject or course did you like the most? (ENTER 95 IF NONE OR DK)

And what did you like about (READ SUBJECT MENTIONED)? PROBE FOR SPECIFIC REASO

And what was your average mark in (READ SUBJECT FROM ABOVE)
n
1 UNDER 50%
2 50-59%%
3 60-69%
4 70-79%
5 80-89%
6 90% OR HIGHER

Page 141

Still thinking about your last two years in school, what subject or course did you dislike the most? ENTER 95 FOR NONE OR DK

And what did you dislike about (READ SUBJECT MENTIONED)?
PROBE FOR SPECIFIC REASON

And what was your average mark in (READ SUBJECT FROM ABOVE)
n
1 UNDER 50%
2 50-59%%
3 60-69%
4 70-79%
5 80-89%
6 90% OR HIGHER

Page 142

Thinking back over the years you were in school, would you say that math was ... (READ 1 TO 4)
n

4 very easy for you
3 somewhat easy
2 somewhat difficult
1 very difficult
6 OTHER (SPECIFY)

Page 143

Overall, would you say that you liked or didn't like math?
n
1 LIKED MATH
2 DID NOT LIKE MATH

Page 144

And what was your average mark in math in school? READ LIST
n
1 below 50%
2 50-59%
3 60-69%
4 70-79%
5 80-89%
6 90% OR MORE

Page 145

Now, turning to reading ...

Compared to others who were in your class, which of the following describes you best: (READ EACH)

n
4 I was a better reader than most others
3 I had no problems learning to read and I read as well as other students from the start
2 I had some problems learning to read but I caught up with the others
1 I had problems learning to read and I never seemed to catch up with the other students in my class

Page 146

Would you say that ...

n
4 you really enjoy reading
3 reading is OK
2 reading is not very enjoyable for you or
1 reading is not something that you enjoy at all

Page 150

Would you say that you were very, somewhat, not very or not at all satisfied with the marks you received during your last two years in school?

n
4 VERY SATISFIED
3 SOMEWHAT SATISFIED
2 NOT VERY SATISFIED
1 NOT AT ALL SATISFIED

Page 151

If you were marking your work in school over the last 2 years, what mark do you think you really deserved, given the amount of time and effort you put into your school work? READ EACH

n
1 below 50%
2 50-59%
3 60-69%
4 70-79%
5 80-89%
6 90% OR MORE

Page 152

Thinking back on the work you had to do in school ... overall, would you say that school work was .... (READ EACH)
n

4 very easy for you
3 somewhat easy
2 somewhat difficult
1 very difficult for you

Page 153

Would you say that most of the courses or subjects that you took in school were (READ EACH)
n
4 very useful
3 somewhat useful
2 not very useful or
1 not at all useful

Page 154

Thinking about your overall school experience, from the first day that you started in Grade 1 ... was there ever a time when you thought that you could use some help so that you could keep up with the other students in your class?

! Y/N YES/NO

What grade were you in when this first happened? ENTER GRADE n

Page 155

When you were in grade o and you thought that you could use some help, were you having problems with any particular courses or subjects or were you having other types of problems?
n
1 PROBLEMS WITH SUBJECTS
2 OTHER PROBLEMS
3 BOTH

What subjects were you having trouble with?

Page 157

Did you get help?

! Y/N YES/NO

Who helped you?

n

1 PARENTS 8 FAMILY
2 TEACHERS
3 COUNSELLORS
4 ADMINISTRATIVE STAFF
5 FRIENDS/PEERS
6 TEACHERS AND COUNSELLORS
7 COMBO/OTHER (SPECIFY)

Page 158

What type of help was provided to you? PROBE TO DETERMINE EXACTLY WHAT HELP WAS PROVIDED)

Page 159

Did things get better for you after you got this help?

! YES/NO

Page 160

How did you handle the problems you were having with your course(s) PROBE FOR SPECIFIC DETAILS

Page 161

What types of problems were you having? IF NEEDED: (Other than problems with courses) PROBE FOR SPECIFIC PROBLEMS

Page 162

Did you get help?

! Y/N YES/NO

Who helped you?

n

1 PARENTS
2 TEACHERS
3 COUNSELLORS
4 ADMINISTRATIVE STAFF
5 FRIENDS/PEERS
6 TEACHERS AND COUNSELLORS
7 COMBINATION (SPECIFY)

Page 163

What type of help was provided to you? PROBE FOR SPECIFIC TYPE OF HELP

Page 164

Did things get better for you after you got this help?

! YES/NO

Page 165

How did you handle the problems that you were having? PROBE TO DETERMINE EXACTLY HOW PROBLEMS WERE

Page 170

Did you repeat any grades over the years you were in school?

! Y/N YES/NO

Page 171

What grades did you repeat (RECORD ALL THAT APPLY)

L 1 GRADE 1
L 2 GRADE 2
L 3 GRADE 3
L 4 GRADE 4
L 5 GRADE 5
L 6 GRADE 6
L 7 GRADE 7
L 8 GRADE 8
L 9 GRADE 9
L 10 GRADE 10
L 11 GRADE 11
L 12 GRADE 12

t
Page 172

Which of the following statements best describes you as a student in school ...

n
4 I was just like everyone else
3 I was sort of like everyone else
2 I was sort of different from the students around me
1 I was very different from the other students in my school.

Page 173

What two words would you use to describe the other students in your school - just the first words that come to mind ..

Page 174

And what two words would you use to describe yourself, compared to others in your school - just the first words that come to mind ..

Page 175

How about the teachers in your last school.... overall, would you say that (READ EACH)

n
4 you got along with most of your teachers
3 you got along with some of them
2 you didn't get along with most of them
1 or you didn't get along with any of them?

Page 176

When you needed help with a problem were the teachers very, somewhat or not very willing to spend time helping you? (PROBE FOR THOSE WHO DIDN'T NEED HELP "If you had needed help do you think the teachers would be ..."

n
3 VERY WILLING
2 SOMEWHAT WILLING
1 NOT VERY WILLING

Page 177

Thinking about your last two years in school, how comfortable were you with talking something out with the principal or vice principal?
(READ 4 TO 1)

n
4 very comfortable
3 somewhat comfortable
2 not very comfortable
1 not at all comfortable

Page 178

How comfortable were you with talking with the counsellors at your last school about any problems you may have had? (READ 4 TO 1)

n
4 very comfortable
3 somewhat comfortable
2 not very comfortable
1 not at all comfortable
0 NO COUNSELLORS

Page 179

After you left school did anyone from the school contact you or your parents to see how you were doing?
! Y/N YES/NO

Who contacted you?
n
1 TEACHER
2 COUNSELLOR
3 ADMINISTRATIVE STAFF/PRINCIPAL
4 COMBINATION (SPECIFY)

Page 180

Why do you think that the people from the school contacted you - what did they say? PROBE FOR SPECIFIC DETAILS

Page 181

And did that contact change anything for you ... did you do anything as a result of that contact?

! Y/N

And what was that? (PROBE FOR SPECIFIC DETAILS)

Page 182

Thinking about your overall experiences in school, would you say that you were very, somewhat, not very or not at all satisfied with your school experience?
n
4 VERY SATISFIED
3 SOMEWHAT SATISFIED
2 NOT VERY SATISFIED
1 NOT AT ALL SATISFIED

Page 183

Thinking about your school experiences, do you think that there is anything that the school, the teachers or other staff could have done that would have made you want to stay in school?

! YES/NO

Page 184

What could they have done? (PROBE FOR COMPLETE AND SPECIFIC RESPONSE)

Page 185

Thinking about your last two years in school, would you say that you attended school: (READ EACH)

n
4 more than 90% of the time
3 more than 75% of the time
2 about 50% of the time or
1 less than 50% of the time?

Page 186

When you did miss school, how often was it because of illness or other medical problems ..... always, sometimes or never?

n
3 ALWAYS
2 SOMETIMES
1 NEVER

Page 187

When you missed school, how often was it because of personal problems or problems at home - always, sometimes or never?

n
3 ALWAYS
2 SOMETIMES
1 NEVER

Page 188

When you missed school, how often was it because you just didn't want to go and you skipped classes - always, sometimes or never?

n
3 ALWAYS
2 SOMETIMES
1 NEVER

Page 189

What types of personal problems were most likely to keep you out of school? (PROBE FOR DETAILS)

Page 190

Still thinking about the 2 years before you left school ... in that time

! did you ever get a detention?
! did you ever get an in-school suspension;
! were you ever assigned to an alternative classroom, away from your usual class;
! were you ever suspended?

Page 191

In the 2 years before you left school, how often did you get a detention in a typical month? (ENTER CODE AS APPROPRIATE)

n
4 5 OR MORE TIMES IN A TYPICAL MONTH
3 3-4 TIMES
2 1-2 TIMES
1 LESS THAN ONCE A MONTH
6 NO PARTICULAR PATTERN

Page 192

How many in-school suspensions did you get during your last two years in school?

n

Page 193

How many times were you suspended during your last two years in school?

n

Page 194

Overall, do you think that the discipline at your school was fair or unfair?

n
1 FAIR
2 UNFAIR

Page 195

When you were disciplined, do you think that the discipline was fair or unfair?

n
1 FAIR
2 UNFAIR

Page 196

Now we'd like to ask you a few questions about your activities and friends during your last two years in school .,... Would you say that you had (READ EACH)

n
1 a large number of friends
2 an average number of friends
3 a few friends or
4 no friends

Page 197

Were most of your friends (READ 1 TO 3)
n
1 in school with you
2 in other schools
3 not attending school
4 COMBINATION

Page 198

In your last two years in school, what were O____________ most likely doing in your spare time - what were you doing for fun? PROBE: "What else did you do in your spare time")

Page 199

How often did you drink beer or other alcohol in a typical month over your last two years in school? (DO NOT READ)
n
1 EVERY DAY
2 MORE THAN ONCE A WEEK
3 ABOUT ONCE A WEEK
4 LESS THAN ONCE A WEEK
5 NEVER

Page 200

Did you use any drugs in your last two years in school?

I YES/NO

Which drug did you use most often? (DO NOT READ LIST)
n
1 MARIJUANA/HASHISH
2 COCAINE
3 AMPHETAMINES/SPEED
4 OTHER DRUGS

How often did you use drugs in an average month ... (DO NOT READ)
n
1 DAILY
2 3-4 TIMES A WEEK
3 LESS THAN ONCE WEEK
4 ONLY OCCASIONALLY

Page 201

Were you on any sports teams during your last two years in school?

I YES/NO

How many teams were you on? n

Page 202

In the last two years did you take part in any school sponsored events or activities like dances, concerts, clubs, sports events or committees?

I YES/NO

On average how often did you take part in these kinds of activities
in a typical month?
n TIMES/MONTH

Page 203

How likely do you think it is that you will return to school at some point over the next 2 years - (READ EACH)
n
4 very likely
3 somewhat likely
2 not very likely
1 not at all likely

Page 204

Why do you think that you will return to school - why do you want to go back to school? (PROBE FOR COMPLETE AND SPECIFIC DETAILS)

Page 205

Why don't you think that you'll be returning to school - what's stopping you from returning ? (PROBE FOR DETAIL)

Page 206

If you were to return to school what, if anything, would you do differently? PROBE FOR SPECIFIC REASONS TO RETURN TO SCHOOL

Page 207

What would you like to see the school do differently, if you were to return? PROBE FOR SPECIFICS

Page 208

Are you currently living ....
n
11 with both of your parents
12 with one parent (OR ALTERNATING BETWEEN, MOTHER & STEP-FATHER, ETC)
13 with another relative
14 in a foster home, group home or with a guardian
15 living with a spouse or partner
16 living with friends or
17 are you living on your own?

Page 209

Has anyone in your family other than you left school before completing a high school diploma?

I Y/N YES/NO

Page 211

And who has left school... which members of your family? (CHECK ALL THAT APPLY)

L 1 FATHER
L 2 MOTHER
L 3 BROTHER
L 4 SISTER
L 5 AUNT/UNCLE
L 6 OTHER RELATIVE

Page 212

To the best of your knowledge, what is the highest grade or level of education completed by your mother?
n ENTER GRADE IF LESS THAN HIGH SCHOOL DIPLOMA
IF GRADE 12 - ASK "Did she graduate"
15 HIGH SCHOOL DIPLOMA
16 GED
21 ATTENDED COMMUNITY COLLEGE
22 GRADUATED COMMUNITY COLLEGE
24 ATTENDED OTHER POST-SECONDARY, NON-UNIVERSITY
31 ATTENDED UNIVERSITY
32 COMPLETED UNIVERSITY (BACHELOR'S LEVEL)
33 ATTENDED/COMPLETED GRADUATE SCHOOL

Page 213

When you were in school would you say that your parent(s) ....

n
4 expected you to stay in school and finish high school
3 wanted you to finish and thought that you would
2 wanted you to finish, but didn't think you would or
1 really never expected you to finish high school?

Page 214

Would you say that your parent(s)
n
4 Strongly encouraged you to finish high school
3 encouraged you to finish
2 didn't encourage you to finish
1 encouraged you to leave school

Page 215

When you were going to school, would you say that the adults in your home asked about how you were doing in school ...
n
4 every day
3 several times a week
2 a few times a month or
1 less often than that?

Page 216

While you were going to school, did adults in your home check on the homework that you had (READ)
n
4 every day
3 several times a week
2 a few times a month or
1 less often than that?

Page 217

Did your parent(s) provide you with weekly spending money during your last two years of school?
l Y/N YES/NO

Page 218

On average, how much spending money did your parents give you each week?
$ n__ USE NO DECIMALS

Page 219

Do you have a computer in your home now?
l YES/NO

Page 220

Have you ever had a computer at home or where you were living?

I YES/NO

Page 221

And how often do/did you use that computer ...
n
4 every day
3 several times a week
2 a few times a month or
1 less often than that?

Page 222

What types of things are/were you using the computer for? (DO NOT READ, RECORD ALL THAT APPLY)

L 1 GAMES (INCLUDING INTERNET GAMES)
L 2 E-MAIL
L 3 INTERNET CHAT GROUPS
L 4 DOWNLOADING SOFTWARE/SHAREWARE VIA NET
L 5 INTERNET INFO SEARCHES
L 6 WORD PROCESSING (WRITING)
L 7 OTHER (SPECIFY)

Page 230

Now, just a few questions about you so that we can compare the experiences of different groups of people.

Are you currently employed or unemployed ?

n RE-CLARIFY IF CURRENTLY ATTENDING SCHOOL
1 EMPLOYED (OR EMPLOYED AND IN SCHOOL)
2 UNEMPLOYED AND NOT ATTENDING SCHOOL
3 IN SCHOOL AND NOT EMPLOYED

Page 231

Are you currently looking for work?

I YES/NO

Page 232

Why aren't you looking for work today?

n
1 ILLNESS/DISABILITY
2 PERSONAL/FAMILY RESPONSIBILITIES
3 JOBS REQUIRE MORE EDUCATION THAN R HAS
4 LACK OF WORK EXPERIENCE
5 NO JOBS IN AREA
6 NO JOBS AVAILABLE
7 OTHER (SPECIFY)

Page 233

What are you doing for work today (PROBE FOR DETAIL, JOB TITLE, RESPONSIBILITIES - i.e. "What are some of your responsibilities?" NOC CODING)

Who are you working for? (PROBE: What industry is this? What type of product/service is produced? What is the name of the Company? - SIC CODING)

Page 234

How many hours do you work in a typical week? (PROBE FOR AN ESTIMATE)

n

And what is your rate of pay per hour? (PROBE FOR AVERAGE RATE OF PAY IF NECESSARY)

n__ ENTER AMOUNT WITH DECIMAL POINT SUCH AS 7.00 OR 5.50

Page 235

Overall, are you very, somewhat, not very or not at all satisfied with the job you have right now ...

n
4 VERY SATISFIED
3 SOMEWHAT SATISFIED
2 NOT VERY SATISFIED
1 NOT AT ALL SATISFIED

Page 236

Altogether, how many different jobs, if any, have you had since you left school?

n

Page 237

Thinking back over your last two years in school ... did you work at any point while you were in school (PROBE TO CLARIFY SUMMER WORK OR WORK DURING SCHOOL YEAR)

n
1 YES WORKED DURING SCHOOL YEAR
2 WORKED DURING SCHOOL YEAR AND SUMMER
3 WORKED ONLY IN SUMMERS
4 DID NOT WORK

Page 238

On average, how many hours did you work in a typical week when you were working and attending school?
n

Page 239

What type of work were you doing when you were working and attending school (PROBE TO DETERMINE MOST PREVALENT WORK, PROBE FOR DETAIL, JOB TITLE, RESPONSIBILITIES - NOC CODING)

Who were you working for (PROBE FOR DETAIL, NAME, TYPE OF INDUSTRY - SIC CODING)

Page 240

What type of work would you like to be doing 5 years from now ... what type of job would you like to have (PROBE FOR DETAIL SUFFICIENT FOR CODING)

Page 250

Now, just before we end ...

What is your mother tongue, the language you first learned to speak?

n
1 ENGLISH
2 FRENCH
3 ALWAYS BILINGUAL
4 ANOTHER LANGUAGE

Page 251

Altogether, how many years have you lived in New Brunswick? (ENTER 96 FOR "ALL MY LIFE RESPONSE")

n

Page 252

Thinking ahead 5 years, where do you think that you will be living - in New Brunswick or in another province?

n
1 IN NB
2 IN ANOTHER PROVINCE
3 IN ANOTHER COUNTRY

Page 254

That ends our survey. Thanks for taking the time to complete this interview.

ENTER: GENDER n
1 FEMALE
2 MALE

ENTER LANGUAGE OF INTERVIEW

n
1 ENGLISH
2 FRENCH

STUDENT LIST

Our records indicate that ____ students were enrolled in your school on September 30, 1996 and dropped out sometime prior to March 1, 1997. Some of these students may be back in school now. We are interested in understanding the circumstances of these students as well as those of the students who have not returned.

A separate survey form is enclosed for each of the students whose names appear on the attached list. To complete these forms, we ask that you consult any staff member who is familiar with the particular student named. The staff member who had the most contact or closest relationship with the student should complete this form.

The information provided will be held in strictest confidence and all identifiers will be removed at the end of the study.

Please feel free to add any comments you believe will be helpful.

If any students included on our list are identified as never having left school during this school year, please note this on the student's form and return it with the others.

Please return all forms in the envelope provided by June 9, 1997.

PART A: EARLY SCHOOL LEAVER FOLLOW-UP: PRINCIPAL'S OBSERVATIONS

Q1 Are there any programs or approaches in place at your school for "at risk" students to help them stay in school which you feel have good results? Please describe these in a few sentences and explain why you believe they work:

____

____

____

____

____

____

____

____

____

____

____

Q2 Have you identified programs or approaches which are not available in your school today which you think would assist the students in your school? Please describe these, if any:

____

____

____

____

____

Q3 Are any follow-up procedures carried out in your school when students drop out? If so, please describe these:

____

____

____

____

____

Thank you very much for the information you have provided and for your help with this survey.

PART B: EARLY SCHOOL LEAVER FOLLOW-UP: STUDENT PROFILE

The purpose of the following questions is to help us gain an understanding of how this student functioned in the school environment and what lead to his/her leaving school without having completed a high school diploma.

We are interested in understanding the circumstances of this student regardless of whether he/she is currently back at school.

In completing this questionnaire, please consult with any staff member who is familiar with this particular student. **The staff member who had the most contact or closest relationship with the student should complete this form.**

Please base your answers on the student's circumstances and behaviour leading up to his/her departure from school.

The information you provide will be held in strictest confidence and all identifiers will be removed at the end of the study. Please feel free to add any comments you believe will be helpful.

Please return all completed forms in the envelope provided by **June 9, 1997.**

Thank you for your work with these students and for providing your observations.

Section 1 HOW DID THIS STUDENT FUNCTION IN THE SCHOOL ENVIRONMENT?

Q1 In total, how long did this student attend your school?
PLEASE SPECIFY MONTHS OR YEARS (IF LESS THAN 1 MONTH PLEASE ENTER '0').

_____ TOTAL MONTHS ATTENDED
OR
_____ TOTAL YEARS ATTENDED

Q2 Based on the student's attendance over the past 2-3 years, (or the time he/she was in your school if less than two years) would you say he/she attended:
PLEASE CIRCLE THE NUMBER WHICH BEST DESCRIBES THIS STUDENT'S ATTENDANCE.

1 more than 90% of the time
2 70% - 90% the time
3 50 - 69% of the time
4 less than 50% of the time

Q3 Were most of the subjects or courses taken by this student:
PLEASE CIRCLE THE NUMBER WHICH BEST DESCRIBES THIS STUDENT'S COURSES.

1 part of the regular program **(FOR GRADES 7-9)**
2 level 1 courses
3 level 2 courses
4 level 3 courses
5 part of a modified program
6 part of an individual education program (IEP)

Q4 How would you describe this student's overall academic standing during the last term/year attended at your school? (If evaluation is not expressed in percentage grades in your school, please approximate?)
PLEASE CIRCLE THE NUMBER WHICH BEST DESCRIBES THIS STUDENT'S OVERALL ACADEMIC STANDING.

This student's overall achievement was:

1 90% or higher
2 80 - 89%
3 70 - 79%
4 60 - 69%
5 50 - 59%
6 below 50%

Q5 Were there any subject areas in which the student did particularly well?
PLEASE CIRCLE THE APPROPRIATE NUMBER.

1 YES ☞ **PLEASE ANSWER Q5A**
2 NO ☞ **PLEASE MOVE ON TO Q6**

Q5A In what subject areas did this student do particularly well?
PLEASE IDENTIFY THE SUBJECT (S) IN THE SPACE PROVIDED. PLEASE LIMIT YOUR RESPONSE TO 3 SUBJECTS.

____
____
____

Q6 Were they any subject areas in which this student was particularly poor?
PLEASE CIRCLE THE APPROPRIATE NUMBER.

1 YES ☞ **PLEASE ANSWER Q6A**
2 NO ☞ **PLEASE MOVE ON TO Q7**

Q6A In what subject areas was this student particularly poor?
PLEASE IDENTIFY THE SUBJECT (S) IN THE SPACE PROVIDED.
PLEASE LIMIT YOUR RESPONSE TO 3 SUBJECTS

____
____
____

Q7 Based on your experiences, did this student demonstrate any outstanding talents or special abilities, for example: artistic, musical, mechanical, athletic or social talents? **PLEASE CIRCLE THE APPROPRIATE NUMBER.**

1 YES ☞ **PLEASE ANSWER Q7A**
2 NO ☞ **PLEASE MOVE ON TO Q8**

Q7A What talents or special abilities did this student demonstrate?
PLEASE ENTER YOUR RESPONSE IN THE SPACE PROVIDED

____
____
____

Q8 Has this student ever repeated a grade(s)? **PLEASE CIRCLE THE APPROPRIATE NUMBER.**

1 YES ☞ **PLEASE ANSWER 8A**
2 NO ☞ **PLEASE MOVE ON TO Q9**
7 DON'T KNOW ☞ **PLEASE MOVE ON TO Q9**

Q8A Which grades did this student repeat?
PLEASE CIRCLE ALL THAT APPLY.

GRADES:

1 2 3 4 5 6 7 8 9 10 11 12

Q9 How did this student get along with the **administrators at your school? PLEASE CIRCLE THE NUMBER WHICH BEST REFLECTS YOUR OPINION.**

4 Got along very well - on good terms with administrative staff.
3 Got along well, generally, but had some problems with administrators.
2 Had recurring problems with administrative staff and got along poorly.
1 Had a great deal of difficulty getting along with administrative staff.
7 INSUFFICIENT INFORMATION ON WHICH TO BASE AN OPINION

Q10 How did this student get along with the **teaching staff** at your school?
PLEASE CIRCLE THE NUMBER WHICH BEST REFLECTS YOUR OPINION.

4 Got along very well - on good terms with most of the teaching staff.
3 Got along well, generally, but had some problems with certain staff.
2 Had recurring problems with teaching staff and got along poorly.
1 Had a great deal of difficulty getting along with teaching staff.
7 INSUFFICIENT INFORMATION ON WHICH TO BASE AN OPINION

Q11 How did this student get along with other students at your school?
PLEASE CIRCLE THE NUMBER WHICH BEST REFLECTS YOUR OPINION.

4 Got along very well - on good terms with most other students.
3 Got along well, generally, but had some problems with certain students.
2 Had recurring problems with other students and got along poorly.
1 Had a great deal of difficulty getting along with other students.
7 INSUFFICIENT INFORMATION ON WHICH TO BASE AN OPINION

Section 2 FACTORS INFLUENCING THE DECISION TO LEAVE SCHOOL

Q12 What do you think were the major factors which contributed to this student having left school? **PLEASE PROVIDE AS MUCH INFORMATION AS YOU CAN.**

Q13 Did he/she tell anyone at school he/she was thinking about dropping out? **PLEASE CIRCLE THE APPROPRIATE NUMBER.**

1 YES ☞ **PLEASE ANSWER 13A**
2 NO ☞ **PLEASE GO ON TO Q14**

Q13A Who did this student talk to before dropping out? **PLEASE CIRCLE ALL THAT APPLY**

1 PRINCIPAL/VICE PRINCIPAL
2 TEACHING STAFF
3 COUNSELLORS/GUIDANCE
4 OTHER STAFF
5 OTHER STUDENTS
6 SOMEONE ELSE AT SCHOOL
PLEASE SPECIFY: ____________________

Q14 Were any interventions attempted with this student, prior to his/her leaving school? **PLEASE CIRCLE THE APPROPRIATE NUMBER.**

1 YES ☞ **PLEASE ANSWER 14A**
2 NO ☞ **PLEASE GO ON TO Q15**

Q14A What specific interventions were attempted with this student? **PLEASE INCLUDE EFFORTS BY THE SCHOOL AS WELL AS THOSE OF ANY OTHER AGENCIES, DEPARTMENTS OR INDIVIDUALS TO THE BEST OF YOUR KNOWLEDGE.**

Q15 Have any follow-up activities been attempted since this student left school?
PLEASE CIRCLE THE APPROPRIATE NUMBER.

1 YES ☛ **PLEASE ANSWER 15A**
2 NO ☛ **PLEASE GO ON TO Q16**

Q15A What specific follow-up were attempted and what were the outcomes?
PLEASE INCLUDE EFFORTS BY THE SCHOOL AS WELL AS THOSE OF ANY OTHER AGENCIES, DEPARTMENTS OR INDIVIDUALS TO THE BEST OF YOUR KNOWLEDGE.

____

____

____

____

____

____

____

____

____

__ __ __ __ __

Section 3 THE STUDENT'S ENVIRONMENT

Q16 To the best of your knowledge, which of the following describes the living situation of this student while he/she was attending school? **PLEASE CIRCLE ONE NUMBER.**

11 Lived in household with both parents.
12 Lived with one parent or alternated between parents.
13 Lived with other relative.
14 Lived with non-related adult or in foster home.
15 Lived with spouse or partner.
16 Lived with friend(s).
17 Lived alone
77 Don't know

Q17 Did this student have a job during the school year while he/she was attending school? **PLEASE CIRCLE THE APPROPRIATE NUMBER.**

1 YES ☞ **PLEASE ANSWER 17A**
2 NO ☞ **PLEASE MOVE ON TO Q18**
7 DON'T KNOW ☞ **PLEASE MOVE ON TO Q18**

Q17A Approximately how often was he/she working during the week? **PLEASE ENTER THE APPROPRIATE NUMBER OR CIRCLE '7'.**

____ NUMBER OF EVENINGS/WEEK ☞ **PLEASE ANSWER 17B**
7 DON'T KNOW ☞ **PLEASE MOVE ON TO Q18**

Q17B Did he/she work on Saturdays or Sundays? **PLEASE CIRCLE THE APPROPRIATE NUMBER.**

SATURDAYS 1 YES
2 NO
7 DON'T KNOW

SUNDAYS 1 YES
2 NO
7 DON'T KNOW

Q18 If this is a high school student, how many more credits, in total, does he/she need to be able to graduate? PLEASE ENTER THE APPROPRIATE NUMBER OR CIRCLE '7'.

_____ CREDITS NEEDED

7 NOT APPLICABLE

Are there any other comments you would like to add?

Thank you very much for the information you have provided and for your help with this survey.